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ABSTRACT

A set of materials compiled for use in British schools and designed to provide information for students, teachers, administrators, and counselors concerning the relationship between second language knowlege and careers is presented in this packet. It consists of the following items: (1) a collection of essays for teachers on languages and careers, including jobds in overseas trade, opportunities requiring higher education, careers not requiring higher education, and opportunities for taking a break between secondary and postsecondary education; (2) a series of individual sheets answering student questions about language study and specific career areas; (3) a group of fact sheets on standardized language test programs, opportunities for using community language proficiency, financial aid, European Community programs, professional associations of interest, and results of a survey of postsecondary graduates concerning post-graduation employment; (4) two posters promoting language study; (5) a secondary student-oriented booklet on the role of second language knowledge in a variety of career fields; (6) a booklet for university students of modern languages concerning career options; and (7) a student guide to studying and working in Europe. Several order forms for reference materials are also included. (MSE)

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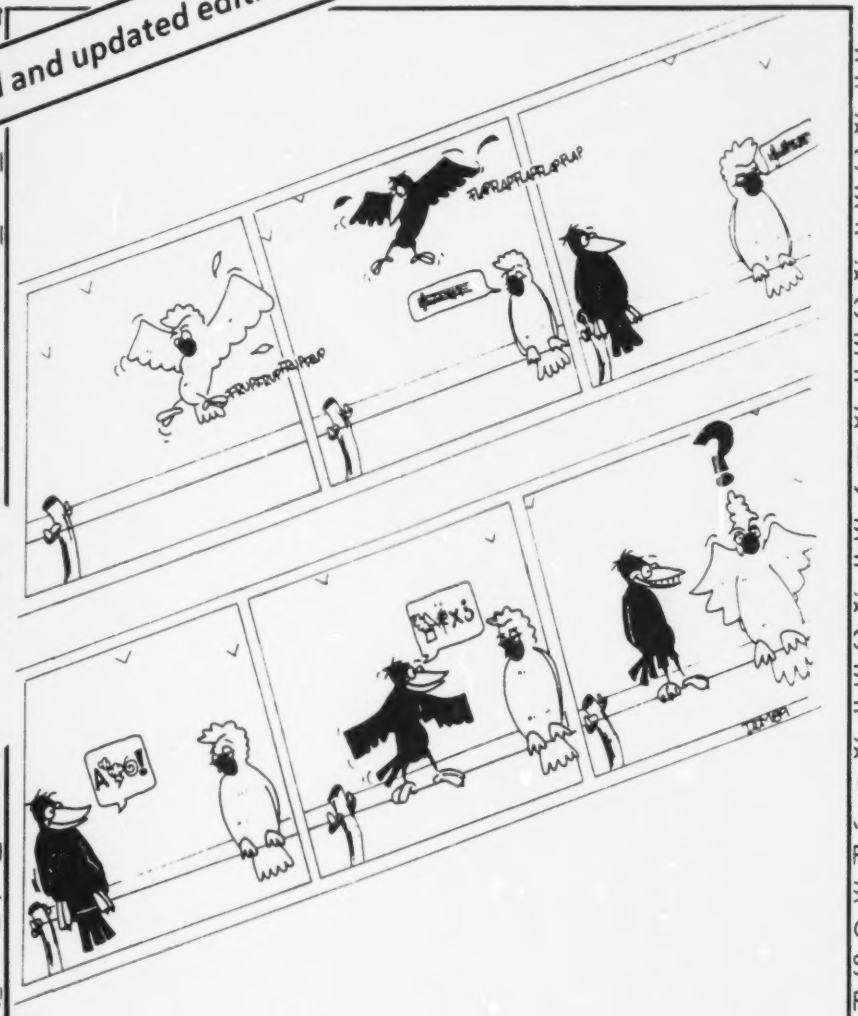
LANGUAGES AND CAREERS

An Information Pack

ED 342234

New, revised and updated edition



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Compiled and edited by
Ann King and **Gareth Thomas**
with Derek Hewett

Centre for Information on Language Teaching and Research

This new edition of the *Languages and careers* pack provides up-to-date information on courses which prepare for a career involving languages, in response to the great interest stimulated by the prospect of a single European Market in 1992. The pack includes, among other items:

* *posters for display on noticeboards*
* *in-depth articles to provide guidance for teachers*
* *22 higher education course sheets and fact sheets to be photocopied and handed out*
* *booklets giving specific examples of how languages are used in a job, and in which job*

The pack is intended for teachers of modern languages in schools and colleges; careers teachers and advisers; pupils and students 14-18; public libraries - and all those who are called upon to give guidance on languages and careers and need a wide range of facts at their fingertips.

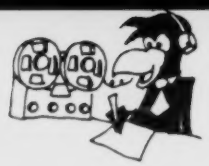
CILT

Centre for Information on Language Teaching and Research

ISBN 0 948003 13 8

The Higher Education course sheets and Fact sheets included in this pack may be copied for use in educational institutions, provided that the source is fully acknowledged.

Illustrations by Dom Carpenter



WHAT THIS PACK CONTAINS

TEACHERS' BOOK

INTRODUCTION (*Derek Hewett*)

LANGUAGES FOR JOBS (*Nigel Reeves*)

CHOOSING A COURSE (*Ann King and Gareth Thomas*)

A LITTLE GOES A LONG WAY (*Anne Stevens*)

A YEAR OUT OF THE CLASSROOM (*Siobhan Flynn*)

APPENDIX

BIBLIOGRAPHY

HIGHER EDUCATION COURSE SHEETS

1 Which course for me?
2 Degree courses in modern languages (1)
3 Degree courses in modern languages (2)
4 Exotic languages - Arabic, Chinese, Japanese
5 Media / communication studies with a modern language
6 Hotel and catering management, travel and tourism with a modern language
7 Accountancy, finance or banking with a modern language
8 Business, management and marketing with a foreign language
9 Engineering and a modern language
10 Law and a modern language
11 A modern language with a science subject
12 European studies / foreign language(s) with politics or international relations
13 Computing / information systems with a modern language
14 Secretarial studies with a modern language
15 Applied languages - interpreting and translating and linguistics and modern languages

FACT SHEETS

1 Alternative examinations
2 Course and career opportunities for community languages
3 Sponsorships
4 European Community Action Programme and student mobility
5 The Institute of Linguists
6 RSA
7 What do graduates do?

POSTERS

Become bilingual - don't stay single
Who needs languages?

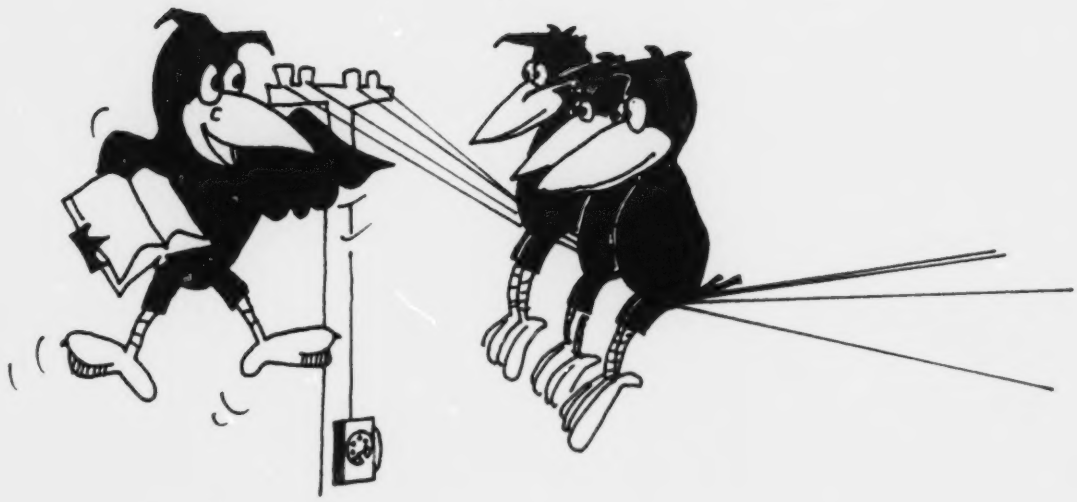
WORKING IN LANGUAGES (*COIC*)

YOUR DEGREE IN MODERN LANGUAGES... WHAT NEXT? (*CSU*)

A STUDENT'S GUIDE TO EUROPE (*Caroline Jackson, MEP*)

LANGUAGES AND CAREERS

Teacher's Book



CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH

LANGUAGES AND CAREERS

Teacher's Book

CILT

CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH

The HE course sheets and Fact sheets included in this pack may be copied for use in educational institutions, provided that the source is fully acknowledged.

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CONTENTS

		Page
Introduction	*Derek Hewett*	1
Languages for jobs	*Nigel Reeves*	4
Choosing a course	*Ann King and Gareth Thomas*	8
A little goes a long way	*Anne Stevens*	17
A year out of the classroom	*Siobhan Flynn*	21
Appendix		25
Bibliography		27

Introduction

Derek Hewett

Languages and careers - an information pack has been produced with a very specific aim in mind. It is designed to offer information which is as up to date as possible to those who need it, whether they be classroom teachers of languages, heads of department, deputy or headteachers, careers officers or LEA advisers responsible for languages or careers.

This is the third edition of the *Languages and careers pack* and represents a complete revision of both the original version published in March 1986 and the revised edition of the following year. Several changes are immediately apparent. As well as including the new edition of *Working in languages* and what was previously known as *Using languages*, the pack contains a **Teacher's Book** which has been enlarged and given more prominence because of the importance of the articles and information contained in it. In addition, a copy of *A students' guide to Europe* has been included by courtesy of the European Democratic Group. The biggest change, however, will be seen in the inclusion of a series of 22 course and fact sheets which replace and greatly expand upon the former Job Outlines 12 and 48.

Much has been learnt from the publication of the previous editions of *Languages and careers - an information pack* and we are grateful for the many suggestions that have been incorporated into the 1989 edition to make it a bigger, better and even more useful source of information for those in search of careers advice related to languages.

CONTENTS

Teacher's book

This is the key component of the pack and contains four articles written by specialists in the field covering those essential areas in which information is most required:

languages for overseas trade;
languages in courses and opportunities in further and higher education;
and languages with careers and jobs not necessarily dependent on FE and HE qualifications.

The fourth article, *A year out of the classroom*, has been prepared by the Central Bureau and concentrates upon the opportunities for taking a break between school and college or university.

The annotated bibliography has been included to provide a wider source of reference titles which you may like to refer to or encourage your careers library to acquire. They have been chosen from a broad range of titles and their selection has been based on the criteria of availability and practicality. Many may already be held by reference libraries and the majority come from publishers with wide experience in the careers and education fields.

Working in languages (COIC 1987)

This much improved version contains the same case study or personal profile approach for which it was originally chosen. Extra copies are available from COIC in Sheffield (full address on back cover). This item, although two years old, remains an important publication in the field and is

positive in its style and varied in its lay-out. Fuller reference to the European single market can be found in Nigel Reeves' article *Languages for jobs*. The author of *Working in languages* consulted the editors of this pack in drafting this revised edition.

Your degree in modern languages ... what next? (AGCAS October 1988)

Previously known as *Using languages* this booklet is designed mainly for graduates or those considering a degree course with or in languages. It provides general insights into possible career openings where languages are useful and a degree is not always essential. Extra copies are available from the Central Services Unit in Manchester (see back cover).

A students' guide to Europe (EDG, updated)

Made available free of charge by the European Democratic Group, this booklet provides valuable information about both studying and working in Europe. Extra copies can be obtained free of charge from the address at the back of the booklet, or by telephoning direct 01-222 3702.

Actual destinations (from *What do graduates do?*
A CRAC publication. Cambridge: Hobsons 1989).

Reproduced here by kind permission of Hobsons Publishing PLC this list of the destinations of 174 graduates from two universities and one polytechnic in 1987 serves as a useful supplement and update of Appendix A on page 16 of *Your degree in modern languages*. It can be photocopied for distribution if it is appropriate for the target audience.

The posters

These have been included as display materials for special occasions such as parents' evenings or careers conferences or to be put in the classroom, corridor or entrance hall of your institution.

The LCC and BOTB have also produced a range of posters to promote language learning in the context of their *Foreign Languages at Work* (FLAW) scheme. Write to: *LCC Examinations Board, Marlowe House, Station Road, Sidcup, Kent DA15 7BJ*.

Higher Education course sheets

These attractive and useful sheets are readily photocopiable and provide up-to-date information on career opportunities related to specific areas of Higher Education. Where appropriate, copies of job adverts have been included to highlight the potential openings. The sheets cover a wide spectrum of topics from straight modern language courses to a whole range of disciplines which can be studied in conjunction with one or more languages. Together with the fact sheets they provide an ideal opportunity for students to take material away to read at their leisure.

Fact sheets

These have been prepared along the same lines as the HE course sheets and give information about areas such as alternative examinations, opportunities in community languages, and sponsorship.

The information contained in the teacher's booklet and in the course and fact sheets was correct at the time of publication of this pack.

After twelve years of teaching modern languages in main-stream education, Derek Hewett joined CILT in 1984 as Teacher Liaison Officer. In January 1989 he was appointed General Inspector, Modern Languages, for the London Borough of Sutton.

Languages for jobs

Nigel Reeves

LANGUAGES AND OVERSEAS TRADE - THE APPROACH OF 1992

In a country which possesses the world's *lingua franca* it is not always apparent that competence in a foreign language can be of significant value for a successful career. But convenient and comfortable as this view may be, it is not borne out by the facts.

Britain is vitally dependent for prosperity on exporting a substantial proportion of her manufacturing output (at present approximately 30%) and on selling services. The production of oil peaked in January 1985 and is now set on a downward track. The UK balance of payments is set to continue to deteriorate steadily unless other forms of overseas trade can make up the shortfall. At the same time the nature of British trade has changed massively since the 1950s from primarily trade with English-speaking markets to markets with other mother tongues.

This trend will be given new impetus of historical dimensions when, by the end of 1992, the final barriers to trade in both goods and services within the European Community will be removed. This will make Europe the largest internal market in the Western world, larger than even the United States. The volume of trade will rise substantially. Moreover, for the first time, there will be genuine freedom to sell services such as banking, insurance and legal advice. The only remaining barrier will be language.

Relying on English is a very severe disadvantage in these new, largely European markets, for, contrary to popular belief, the Germans and French usually feel the same way that we do about speaking foreign languages - they find it a considerable strain. The sheer pleasure and relief that the British linguist discovers in his overseas partner when we use his language has to be experienced personally.

But the advantage of speaking the foreign language is not confined to creating a sense of relaxation and trust. A survey carried out by P W Turnbull and M Cunningham (UMIST) of how marketing and purchasing executives in five European countries regard their counterparts in the other countries revealed the serious professional deficiency that accompanies a lack of language competence. Whilst the British scored high on friendliness and honesty, they came out badly in their ability to understand customers' needs and how their trading partners' companies operate; they showed little interest in collaborative projects and were inclined to be inflexible in their procedures. The authors concluded that this absence of feel for the market seriously impaired trading success and could be ascribed to a failure to speak the required foreign language.

This view is corroborated by the British Trade Research Organisation investigation of 200 companies in 1978, which showed a clear correlation between exporting success and the employment of linguists. Indeed, we have to ask ourselves how a company can hope effectively to compete in an overseas market when salespeople cannot even read the local trade and specialist journals.

In recent years a number of other significant surveys of industrial demand for people with languages have been carried out using a variety of methods - advertisement analysis, questionnaires issued to recruitment officers, interviews with companies and the investigation of

graduate careers. The first important fact to emerge from the questionnaire and interview surveys - carried out by Aston University, Newcastle Polytechnic (see Stephen Hagen, ed: *Languages in British business*, CILT, 1988), and J D Hurman - were that approximately half of all the companies contacted stated that they needed to employ people with a language ability in order to export.

The next major conclusion to come from the surveys was that the two languages required above all were German and French with Spanish in third place, German being marginally more in demand than French for industry and commerce, but with French of greater significance for diplomacy. This clearly has important consequences for deciding which language should be a school's first language. The case for German is as good as for French - though this is hardly surprising when we consider that West Germany is Britain's biggest European trading partner.

A third major conclusion, confirmed by research carried out by the present author and Professor David Liston (Liston and Reeves, *Business studies and overseas trade*, Pitman Publishing, 1986), is that languages are valuable at almost every level and in almost every sector of the trading manufacturing operation.

WHICH CAREERS?

Languages are about communication, spoken, written or broadcast. They form the essential infrastructure without which no human transactions could take place. Anyone whose occupation involves contact with a foreign country potentially needs knowledge of its language for the sake of professionalism and efficiency. It is for this reason that foreign language competence provides an invaluable new dimension to a whole host of jobs. But one thing has to be understood; as for any arts-based graduate, diplomat or school-leaver, other skills, knowledge or training are also needed. In other words, linguists have to have an area of application. This is as true for the 'primary' linguistic professions, translating, interpreting and teaching, as for the 'secondary' linguistic professions. In all cases language competence is put to work in the context of a specific professional activity. But whereas other arts graduates primarily offer a disciplined mind, the linguist has a major extra skill at his or her disposal. Of all arts subjects languages are therefore arguably the most practical and vocationally the most helpful.

When thinking of linguists most people's minds turn to those for whom their job would be unthinkable without foreign linguistic skills - translators, interpreters and language teachers. But both translators and interpreters require an area or preferably areas of technical expertise. By technical I mean translators who can handle with competence scientific, medical or engineering texts, for example, or legal, economic or commercial texts. In short, the fundamental axiom holds good that a linguist needs to possess or acquire areas of specialist knowledge.

What are the other major commercial and industrial careers where languages can be of benefit? They include most obviously posts in the exporting and selling field as salespeople, marketing executives and marketing researchers. A sound system for locating the foreign customers and then communicating with them in a way that ensures accurate and sensitive feedback is as essential to manufacturing industry as to the service industries.

Equally important, however, are the people at the home base who arrange for and receive visits and messages, the bilingual secretaries, the legal experts who interpret contracts and foreign and European manufacturing legislation and standards, the researchers and abstractors who can follow product development abroad through the specialist literature, and above all the service engineers who can go out and talk direct to those using or operating the product. And finally, at the top end, the managers responsible for a company's overseas trade strategy can only benefit from being able, if not to negotiate in a foreign language (which would be preferable but is

demanding), then at least to decode what the foreign negotiating partners say to one another and to interpret accurately their reactions despite cultural difference.

LANGUAGES IN THE CAREER STRUCTURE

Languages can be invaluable at three points in one's career - for an initial start, or for promotion, or for a new overseas post. In each case they have a similar significance. Competence in a foreign language distinguishes one candidate from another with similar basic qualifications and experience.

To take some modest but telling examples, students of the Foreign Languages at Work scheme, a course sponsored by the British Overseas Trade Board, the London Chamber of Commerce and Industry Examinations Board and Lloyds Bank, are getting jobs in export industry or abroad, for which they could not otherwise have hoped. One sixth-former, taking a beginner's Italian course, has been appointed secretary in the British Embassy in Rome. Another finds herself immediately a key figure in an export office as the only employee with French; a third was employed by a bank on account of her French. A fourth, also employed by a bank for her German, is now being trained in Dutch.

Further telling evidence emerges from the first destinations of language graduates. The best prospects for employment immediately after graduation without further training are for students of the applied language courses at the technological universities and polytechnics which offer degrees in languages with subjects such as business studies, economics and law. Of these graduates those most favoured by business are those who have had a work placement in industry or commerce abroad. The nature of these degrees varies and of course first destinations vary with them. Students of languages with law, for example, tend to enter the legal profession, often working in partnerships with international clients. A significant proportion of the other applied language graduates enter the financial sector: banking, accountancy and insurance. Another substantial group enter commerce or industry, usually as management trainees or in the marketing area. And then come a variety of posts, often requiring specialist linguistic expertise, in government service, the armed forces, travel and transportation. Some of these graduates and a larger proportion of the traditional language and literature graduates take one year diplomas, offered by the polytechnics and colleges, in management studies (conversion course, often with an exporting slant), in secretarial skills, translating and interpreting, and of course the Post Graduate Certificate in Education (PGCE).

A further, very significant and undervalued area of collaboration between languages and another discipline of a vocational nature is constituted by the courses in science and engineering with languages, to which reference is made in the accompanying article by King and Thomas. The advantages of such qualifications lie not only in a graduate's first job, but in the greater flexibility he/she has at later stages in employment. Since people with these combined qualifications can be operational in overseas industrial and business environments, they are ideal for sales and marketing work, for postings to overseas subsidiaries, and indeed for direct overseas employment. As technology becomes increasingly complex and more expensive to advance, the need for companies and research organisations to co-operate in joint European schemes is growing fast. The second European programme for research and development in Information Technology, ESPRIT II, is a shining example.

CONCLUSION

The advent of the complete Internal Market in 1992 will add significantly to the opportunities for young people to work for foreign companies or to work abroad. Not only will more and more companies by held in European as opposed to national ownership. Free mobility of labour will be

achieved. That means that British qualifications will be recognised in outer EC member states, including those in the professions and service industries, enabling British nationals freely to seek employment abroad. But it also means that citizens of our fellow EC states will be free to come to the UK to compete for jobs here. And you can be sure that they will bring with them a good command of English. Will we on the other hand be able to compete on equal language terms with the French in France, the Germans in the Federal Republic, or the Spaniards in Spain? Never has the need been more imperative for anyone with the ambition to have a satisfying job to become competent in a minimum of one but preferably two European foreign languages. And this includes engineers as much as marketing experts.

To summarise, European and world overseas trade and transactions, particularly with countries that do not have English as their mother tongue, is substantially increasing. Britain's share in this trade has to keep pace and grow if we are to remain even at something like our present level of prosperity. In this context the employment prospects of young people who have a good knowledge of a foreign language that can be put to work in another field of expertise are already good. But they are getting still better as the 1990's approach. It is important that our schools and colleges provide a stream of young people with an appropriate initial training in languages to meet this need and the needs of the post-oil era.

Nigel Reeves is Professor of German, Head of the Department of Linguistic and International Studies at the University of Surrey, President of the National Association of Language Advisers, and Chairman of the National Congress on Language in Education. He is a Member of Council of the Institute of Linguists. He was awarded the OBE in 1987 for services to export education.

Choosing a course

Ann King and Gareth Thomas

It is a salutary thought that most students who embarked on a degree course in 1989 will be graduating in 1992, just at the moment when Europe is to become a single market. The consequences of the free movement of labour, goods and services will be far-reaching, but no-one will be better equipped to confront that challenge than the student of modern languages, especially in combination with some other academic discipline. The European Community (EC) has already agreed in principle on a directive establishing a system for the mutual recognition of professional qualifications, which will apply (with some exceptions) to all professions requiring a minimum of three years' higher education and training. This will make it easier for qualified professions within the EC (including accountants, lawyers and teachers) to practise their professions in other member states. But how many of our accountants and lawyers have the skills that are necessary to cope with a client in a foreign language? It is unlikely that the client will feel obliged to learn the language of his accountant or solicitor; what seems more probable is that, faced with incomprehension, he will take his custom elsewhere. In the professions, as in industry and commerce, those who can offer their services in the language of the client clearly stand to gain. Never has the study of modern languages occupied such a key role in professional development.

It is gratifying to see that the Department of Trade and Industry, in its publication *The Single Market: The Facts* (*2nd edn*) includes a fact-sheet entitled 'Language Skills', drawing attention to the crucial importance of these skills for management, marketing and sales staff, and for negotiators of all kinds. For the first time, too, the Department of Education and Science, together with the Training Agency, has funded a network of Language-Export (LX) Centres which bring together in a common purpose local industry, universities, polytechnics and colleges. At no time in this country's recent history has there been such a concerted effort to persuade more of our work-force to speak a foreign language.

In Brussels, the establishment of the ERASMUS programme in 1987 led to a massive increase in the demand for study placements abroad. For many institutions, funding from the European Commission meant that for the first time they could envisage planning joint programmes with foreign partners. A few examples of consortium planning already existed in Europe: the CESEM group is an early example in the field of management education. Such transnational programmes seem destined to increase.

Mobility is seen by many young Europeans as an attractive prospect: a survey published by *Le Monde* on March 3, 1988 reported that more than 6m. young people in the EC thought they would be living abroad within the next ten years. Many gave as their main reason 'career prospects', but they had other less materialistic motives as well: 41% of the survey gave 'the way of life' in a foreign country as a reason; 36% gave 'climate and landscape', and 29% singled out 'culture'. High on the list of these young people's demands in order to be able to achieve mobility in Europe was **information**. It is to be hoped that schools and higher education establishments will properly inform pupils and students of the possibilities that are open to them in post-1992 Europe. (The bibliography at the end of this book is intended to help in this respect.)

In theory, a scheme like ERASMUS will allow a proportion of European students to undertake studies in a member state other than that of their birth. The curricula of European higher education institutions are bound to change; they are changing already. For some years now, a

course in a specialism directly related to the degree subject undertaken at a European university or business school, for example, has formed an integral component of some British degree courses, leading in many cases to the award of a foreign degree or diploma in addition to the British qualification.

One example of such a course is the BA(Hons) degree in European Business Administration at Middlesex Polytechnic which is run jointly with three European Institutions, the *Ecole Supérieure de Commerce* in Reims, the *Fachhochschule* of Reutlingen and the *Universidad Pontificia Comillas* in Madrid. Students on this four-year sandwich course spend two consecutive years at the polytechnic and two consecutive years in Reims, Reutlingen or Madrid. They may choose to spend the first two years in England or at the foreign institution. During the second and third years there are two 24 weeks' industrial/commercial placements, one in the UK and the other in France, Germany or Spain, as appropriate. Successful graduates receive two degrees, a British one and a French, German or Spanish one.

The same polytechnic also offers a programme in European Economics, in conjunction with the University of Nantes, which leads to the award of a BA(Hons) and a *Licence ès Sciences Economiques*. Students spend two years in London and two years in Nantes, with the first year being spent in either country, according to choice. This is a sandwich course and the third year is spent in placement in France in approved employment with a firm, a bank or a research organisation.

At Ealing College of Higher Education students can read for a BA(Hons) degree called Applied Languages Europe. This is yet another joint study programme whereby, in this case, Ealing co-operates with the *Université de Provence* (Aix-Marseille I) and the *Fachhochschule Köln*. Students spend two years at Ealing and one in each of the partner institutions. They follow courses in French and German and, in addition, regional studies, law and economics. Year 2 is spent in Germany, studying law and economics in German; year 3 in France following a similar course in French. Final year options include interpreting, specialised translation (including a conversation course in Dutch or Italian) and teaching English as a foreign language. This four-year course leads to the simultaneous triple award of BA(Hons), a *Diplom Übersetzer/Dolmetscher* and a *Maîtrise Internationale*.

At Bristol Polytechnic, a European Link funded by the European Commission has been introduced on the BA(Hons) Modern Languages course. A small group of students is selected during the first year of the course to spend the next two years studying in two European countries, before returning to Bristol for their final year. Those graduating from the European Link scheme acquire not only the BA(Hons) degree but also equivalent qualifications from two foreign universities (Rennes, Bordeaux, Barcelona and Mainz/Germersheim). For obvious reasons, students of an *ab initio* language are unlikely to be eligible for such a scheme unless they have shown exceptional promise during Year 1.

Similar possibilities exist for British students of law to follow courses in European institutions. Undergraduates doing the LLB degree in English and French Law at King's College London spend the third and fourth years of their four-year course at the University of Paris I studying French Law. Graduates thus obtain both the LLB and French *Maîtrise*, and can proceed to professional legal training in either or both countries. The King's College LLB degree with German Law is similar, except that only the third year is spent abroad, at the University of Passau, and successful graduates are only eligible for a Diploma in German Law from Passau. A good 'A' level pass in French or German is a requirement of entry and places on these two courses are limited - twelve per year are accepted for the French course, and only six for the German one. However, sixth-formers applying for these courses are automatically considered for a 'normal' LLB course if no place can be offered on the French or German one.

Such schemes are reciprocal, of course, and British students have the advantage of studying alongside French, German or Spanish students on an equal footing either in the UK or abroad. Thus French students of law at Paris I can obtain the same qualifications as their counterparts at King's - a *Maîtrise de Droit Français* and an LLB. Hélène Ahrweiler, the rector of the University of Paris, quoted in *L'Express* (8 July 1988), looks forward to a time when such schemes are the rule rather than the exception:

> *L'Europe des professions, c'est bien, mais c'est pour l'Europe des étudiants que nous devrons nous mobiliser. Il faut que chaque jeune puisse commencer ses études à Paris, les poursuivre à Londres et les achever à Rome ou à Francfort.*

Not only do graduates of such courses have the qualifications necessary to proceed to further professional training or to work professionally in Europe, they will, having undertaken courses abroad alongside foreign nationals, have gained an invaluable knowledge of the foreign aspects of their specialism - for although after 1990 a British lawyer will have the right to practise in France or Italy or Spain, he/she will have also to be fully conversant with the ins and outs of the legal system in those countries in order to be able to plead a case effectively in the courts. A British engineer working for a firm operating in Germany needs to have access to German ideas, to German technical papers and to German engineers and operatives. Moreover, it is a British problem, not a German one; it is up to the British engineer to learn other languages. British institutions offering courses in engineering which include foreign language study recognise the need to train our engineers to read foreign scientific literature, and to converse freely with their European colleagues, not just at a social level, but at a technical one, and to write project reports in a language other than their own. Thus the pioneering course at the University of Bath in Mechanical, Aeronautical, Manufacturing, Systems or Thermal Power Engineering with French or German, set up by far-sighted teachers before Britain joined the EEC, includes the study of some aspects of engineering in the target language, the writing of a technical report on laboratory projects in that language (counting towards the final assessment), and a placement, usually of three or six months (but sometimes a whole year) working in a professional capacity in French or German industry. It is sad that although it is not too difficult for a university like Bath to obtain placements for their undergraduates abroad, British industry remains reluctant to accept and pay for foreign students wishing to come here on a similar basis. Other engineering degree schemes offer opportunities for their undergraduates to reach varying levels of competence in a foreign language. At Cambridge University students on the Production Engineering tripos take a compulsory intensive course in German in their fourth year, leading to an external (FLIC) qualification, and can even undertake their major project in Germany. At the University of Southampton there is an opportunity, not advertised in the undergraduate prospectus, for a few (on average about four per year) Civil Engineering students to study in France at a prestigious '*Grande Ecole*', the *Ecole Nationale des Ponts et Chaussées* in Paris, and to obtain a *Maîtrise Scientifique* in addition to the M.Eng. awarded by Southampton. Unlike at Bath, there is no integrated language work in the British Engineering course, however in the third year there is a French course for those selected for the scheme, to prepare them to be able to follow lectures in French, but including also cultural topics, to enable them to benefit from the cultural experience of being in the French capital. (They are also encouraged to take a course in colloquial French so that they can understand the full range of language likely to be encountered on site!) The minimum qualification necessary is 'forgotten' 'O' level/GCSE French, but clearly those who have studied the language to 'A' or 'AS' levels are at an advantage. Of the four trailblazing undergraduates who studied at the ENPC in 1984/5, the initial year of the project, two of them took up their first appointments with French companies on graduation.

Similar schemes are in operation elsewhere, but it is perhaps worth mentioning a tripartite scheme at Essex University, because we think that such schemes will become increasingly popular in many different disciplines. This is a joint European degree scheme, a five-year course

run by the Department of Electronic Systems Engineering in conjunction with the *Ecole Supérieure d'Ingénieurs en Electrotechnique et Electronique* (Paris) and the Technical University of Karlsruhe (W. Germany). Students accepted on the course spend three years at Essex, with a view to qualifying for the degree of B.Eng. at the end of that period. They also attend language tuition in French and German. Places on the final two years of the scheme are limited and selection is made during the third year on the basis of engineering and linguistic competence. Students who successfully gain places on the scheme spend the fourth year on advanced and specialised courses at one of the two participating foreign universities, followed by the fifth year on an industrial project at the other university. At the end of the programme successful students receive not only an M.Sc. but also a European diploma signed by all three universities.

For those who chose initially to study Arts or Social Science subjects in the sixth form, but who subsequently decide to train as engineers, there are now conversion courses available, because of the demand for well qualified professional engineers. Those who have an 'O' level/GCSE pass (or equivalent), in Mathematics (and preferably Physics/Physical Science as well), can take a five- instead of a four-year Engineering course at some universities, with the first year providing a grounding in the appropriate mathematical and scientific skills. At the polytechnics there is similar provision - one-year Higher Introductory Technology and Engineering Conversion Courses (HITECC) which are foundation courses for degrees and higher diplomas in Engineering and Technology.

But for the many students who have enjoyed learning languages at school and who have enjoyed a certain measure of success, the move from the sixth form to a degree course in their favourite language(s) at a university, polytechnic or college/institute of higher education would seem a logical progression. For those who wish to specialise in one language or more, there are a number of single or joint honours courses:

(a) the traditional modern language degree course offered by many institutions, notably the universities. This combines the study of language and the practice of language skills, usually with literary and cultural studies (possibly covering a period from the Middle Ages to the present day). The course will normally include a period of time abroad, usually at a foreign university or as an 'Assistant';

(b) the newer modern language degree courses which, whilst they do not always exclude the study of literature, place an emphasis upon political, sociological and economic aspects of the relevant country. Practice in language skills forms an important part of the course, and the work will often be approached almost exclusively through the target language. Such courses are offered mainly by the polytechnics and the technological universities*. A period of time will normally be spent abroad, often working or studying in some specialised field which reflects the student's options in his/her course;

(c) modern language degree courses which involve the study of two languages to the same level, sometimes with the addition of a third language (usually *ab initio*) as a subsidiary subject. Such courses can be of type (a) or (b);

(d) European Studies courses which involve an interdisciplinary study of contemporary Europe based on the social sciences, and the acquisition of a high degree of fluency in at least one major European language;

(e) 'specialist' language degree courses which include:

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* Aston, Bath, Bradford, Brunel, Heriot-Watt, Loughborough, Salford, Surrey, UMIST

(i) degree courses in linguistics or applied language. Whereas courses of types (a), (b) and (c) often include some study of linguistics, for those who wish to concentrate upon the theory of language, there are a number of linguistics courses on offer, often in combination with another subject - for example, linguistics and a modern language, linguistics and drama, linguistics and social anthropology; or linguistics as a component in another course, for example speech pathology and therapy;

(ii) interpreting and translating. Many courses contain an introduction to these skills, but it is only at the University of East Anglia and at Heriot-Watt University that a degree course may be taken exclusively in two European languages with specific emphasis on interpreting and translating. The UEA course includes options in literature, European popular culture, European cinema, drama, and so on, while the Heriot-Watt course is more vocationally orientated, with options in, for example, business organisation, business law, industrial relations, computing, marketing, statistics or a third language.

Most professional interpreters, however, are more likely to have read successfully for a degree in a modern language (especially one which lays emphasis upon the practical mastery of the language) and then taken a postgraduate diploma in conference interpretation techniques, or in technical and specialised translation. The Polytechnic of Central London offers such courses in a wide range of European languages and Arabic;

(iii) computational linguistics - the study of linguistics linked to the use of computational techniques in the study of natural language, and to the design of machines which understand language, translate texts and so on. There are not many of these courses available, but they could well be more popular in the future, given the current technological climate. Computational linguistics can be done at Essex and Sussex Universities, but it is only at UMIST that the subject may be studied in combination with modern languages.

To study for a degree in a foreign language in the UK, students will need to have passed in two (but more often three) subjects at 'A' level (or an equivalent examination). However, these subjects need not be in the prospective degree subject(s). As fewer secondary schools offer languages other than French and German, higher education institutions find it necessary to offer degree courses in Spanish, Italian, Russian, and now, increasingly, in German, to students who will have no more than 'O' level or GCSE in these languages, and sometimes even no previous knowledge at all. These institutions will usually want some evidence of linguistic ability, for example a good 'A' level pass in French or another language. 'AS' levels are acceptable in place of a second or third 'A' level and there are signs that, as this new examination takes hold, higher education departments are beginning to alter their entrance requirements to take account of them. At the University of East Anglia, for example, an 'AS' level in French or another modern language is acceptable as an entry qualification for degree courses in Scandinavian languages (together with other 'A' levels, of course).

In addition to the more common European languages, Dutch, Modern Greek, Portuguese, Scandinavian languages, Slavonic languages, as well as more exotic languages, such as Arabic, Chinese, Japanese, Hindi, Gujurati, can be taken up at several places. Usually good passes in one or more 'A' levels (or equivalent) in languages are a linguistic qualification for admission to such courses. These languages may be studied in isolation, or with a second or third language, usually in the same ethnic group. They may form part of a languages/culture course, for example, Scandinavian studies or Latin/American studies.

As well as these fairly straightforward language degree courses, there is an enormous variety of joint and combined degree programmes available. These involve the study of one or more foreign languages combined (but not necessarily integrated) with another discipline. Normally a good

pass at 'A' level (or equivalent) in the language to be studied is required, although again, languages other than French and German can increasingly be studied post 'O' level/GCSE or *ab initio*. The range of courses includes combinations which can reflect individual interests, for example, Italian and Art History, German and Music, Modern Languages and Philosophy; but it also includes the following possibilities which are more directly of relevance to the job market. The higher education course sheets included in the careers pack outline the sort of career opportunities available to successful graduates from these courses:

(a) Accountancy with French, German or Spanish is available at some universities and polytechnics. The course may include a period of time spent abroad. An 'A' level in the language to be studied is required, and at least an 'O' level/GCSE in Mathematics;

(b) Business and Management Studies can be taken with language(s) (usually French and/or German) and generally involve a study- or work-placement abroad. 'A' levels in French and/or German are required for courses involving the study of these languages; 'A' levels in Spanish, Italian or Russian are preferred (often required) for courses involving them; and an 'A' level in any language is usually required for courses involving Arabic, Chinese, Japanese or Scandinavian languages. Evidence of mathematical ability is required, usually an 'A' level;

(c) Politics and International Relations can be studied with a language at universities, polytechnics, and a very few colleges of higher education. French and German are the languages most commonly on offer; Spanish, Russian and Italian can also be studied at some places; and Arabic, Chinese, Czech, Dutch, Modern Greek, Japanese, Polish, Portuguese and Scandinavian languages are available at the occasional institution. An 'A' level in the language to be studied is normally required for entry to these courses, but languages less commonly studied at school may often be taken post 'O' level/GCSE or even *ab initio*;

(d) Computer Science/Studies and Information Technology can be studied in combination with a wide range of languages at universities and polytechnics. An 'A' level in the language to be studied is usually required;

(e) Engineering is on offer with languages, mainly French or German, but also occasionally Russian or Spanish, at universities or polytechnics. 'A' level passes in Mathematics and Physics are usually a condition of entry to Engineering degree courses; an 'A' level in the language to be studied is often required as well, although an 'O' level/GCSE will sometimes be sufficient. Most courses include a period of study or work placement abroad.

(f) In addition to Engineering and languages courses, other scientific subjects may be studied in combination with a variety of languages. The majority of such courses involve the study of French, German or Russian, but Italian, Spanish and, less commonly, Arabic, Czech, Hebrew and Celtic languages are also available. The science subjects offered with languages are Chemistry, Biochemistry, Biology, Electronics, Geology, Mathematics, Microbiology, Physics, Psychology and Statistics. Prospective students would need to be suitably qualified for the science element of the course, but an 'A' level in the language to be studied is not always required;

(g) Law can be combined with French or German, and occasionally Italian, Spanish, Russian or Asian or African languages. Many courses include a period of time spent abroad studying law, and often leading to the award of a foreign law qualification. Offers for such courses are likely to be high, and a good 'A' level pass in the language to be studied is also required for courses involving a European language; a good 'A' level pass in any modern language is required for exotic languages;

(h) Media and Cultural Studies are on offer at a very few institutions, mainly with French or German, but also with Spanish, Russian and some less common languages. The importance of the language component varies from course to course. An 'A' level in the language to be studied is required for courses containing French or German, and often for Russian or Spanish. Some evidence of linguistic ability, for example an 'A' level in any language, is required for courses involving an exotic language;

(i) Secretarial Studies or Languages for Business can now be taken to first degree level at a few polytechnics and one university (Ulster). The languages at present on offer are French, German, Italian or Spanish. The main language is usually studied post 'A' level, but a second language may sometimes be studied post 'O' level/GCSE or *ab initio*;

(j) Hotel and Catering Management may be studied with French for a degree at Middlesex Polytechnic; Travel and Tourism may be combined with French, German, Italian or Spanish as part of a modular degree at Oxford Polytechnic. The level of French required for the first of these courses is at least 'O' level/GCSE; normally, 'A' level standard in French and German is required at Oxford Polytechnic but the other languages may be taken *ab initio*.

A number of institutions offer modular courses which are 'student-centred' in the sense that the student plans his/her own programme (within limits) to suit individual abilities and interests. Such schemes have some advantages and some drawbacks when compared with the integrated 'package' offered in other courses. The main advantages are that if a student is undecided about what to study, a modular scheme offers the possibility of changing the emphasis of study as he/she proceeds. For students who like having short-term goals in front of them, the limited duration and self-contained nature of each module mean that objectives are readily defined. Some courses are semester-based, with qualifying examinations after each semester. The disadvantages of such schemes are that students may be confused by the range of subjects available to them and may not get the counselling they need to make an informed choice; they may not appreciate the inter-relationship between modules; they may find the frequency of examinations oppressive. Traditional courses with a solid core of common subjects and students develop a corporate spirit, which may be lacking in a modular course where students of many disciplines will be coming together for a particular module, but may not see each other again until the same time the following week. Finally, a foreign language module for students from different academic disciplines will of necessity be general and not specific to, say, law, economics or catering. The advantage of a modular scheme, therefore, is that a student can take a foreign language with virtually any other subject, but if a specialised provision in the language is required the student might be better off opting for an integrated 'package'.

Degree courses are available at universities, polytechnics and colleges/institutes of higher education; the two last types of institution also award Diplomas of Higher Education (DipHE) after two years of study. The entry requirements are rarely quite as high as those required for a degree course and, following successful completion of a DipHE course, it is often possible to obtain a degree after one further year of full-time study. The majority of DipHE courses are in modular or combined studies, or in business or professional studies which combine the study of languages with a vocational subject. Polytechnics and colleges/institutes of higher education also offer advanced courses leading to other types of diploma qualification, for example a BTEC Higher National Diploma (HND) in business studies with a modern language or in bilingual administration, a post 'A' level diploma in bilingual secretarial studies, an HND in travel and tourism or a diploma in foreign languages for business. Students who successfully complete such courses generally find responsible jobs with firms who do business abroad, and with international organisations, travel agencies, hotel chains and so on. Those who undertake the bilingual secretarial course (both men and women) usually find employment as personal assistants, not shorthand-typists, and often spend much of their time travelling.

Colleges of further education mount full-time, sandwich, block-release and part-time day and/or evening courses in a range of subjects, usually depending on local needs. Prospectuses will show what is on offer locally, and this may include bilingual secretarial courses, travel and tourism and business studies with a foreign language. Some courses will require students to have one or more 'A' levels or to have followed an 'A' level course; others will only require 'O' levels/GCSEs. Students undertaking such courses may not be eligible for a local authority award and so may not have their fees paid.

For those students who wish to keep their career options open until after they have a degree, there are postgraduate degree or diploma courses available at higher education institutions in secretarial skills (including bilingual secretarial skills), management studies, international marketing, teaching (TEFL and PGCE, often with EFL/ESL components), librarianship, interpreting and translating, information administration and information science. As well as the interpreting courses mentioned earlier, a few universities offer one year MA/Diploma courses in interpreting and/or translating. The languages on offer are the more common European ones, and most courses offer opportunities for a period of practical experience either in the UK or abroad.

In conclusion, we should like to have a final word about the ethos of the departments and courses described in the published guides. It will be apparent from a cursory glance at these that there is now a wealth of educational experience available to students in further and higher education. All teachers know, too, that students vary enormously in background, intelligence, sensitivity, motivation and personal qualities. The task of finding the right course for each student is therefore a complex one. Because many parents do not understand these complexities, they simplify the issues: *If you are good enough to get in, apply to Oxbridge; if you can't manage that, try to get into another university; if your 'A' levels do not look like being good enough, try a polytechnic*... This prejudiced approach ignores the enormous amount of development work that has taken place in the technological universities, the polytechnics and the colleges/institutes of higher education over the last twenty years. Nobody would wish to dissuade a student from studying languages in a traditional university department if he/she had chosen it for the right reasons, and had demonstrated a clear capacity for independent study. For a student whose primary interest is in language, and who would benefit from more intensive exposure to teaching, however, such a department might not be the most appropriate.

There are fundamental questions to ask about departments and courses regarding:

the size of the classes;
the degree of student participation in them;
the amount of teaching in the foreign language;
contact with lecteurs or visiting foreign exchange students;
the nature of the placement abroad;
the use of laboratories, microcomputers, etc;
the internal coherence of the course;
the methods of assessment;
the career destinations of graduates from the course;
the specific arrangements for counselling within the department;
relations between staff and students;
the extra-curricular activities organised within the department.

Basic questions like these, affecting the ethos of the course and the department, are often given scant attention by applicants. It is the responsibility of careers- and subject-teachers to gather intelligence on these matters, to use the experience of past students wherever possible and to encourage applicants to explore these issues tactfully in interviews and at open days. We should all feel a sense of failure when a student makes his/her choice in ignorance. Our responsibility as

professionals is to help the student make an informed appraisal of what a specific department and course has to offer.

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A little goes a long way

Anne Stevens

One of the most common myths about using languages at work is that unless you are fluent your language skills are of no use in the commercial world. In fact, most of those using their languages are **not** specialists and many of the ways in which languages are used demand only a limited knowledge of the language.

Languages are used in a great variety of situations and levels in any company or organisation. Most of those who need them in their work situation had never imagined that they would do so and are not linguists by training.

The majority have had to learn their languages since taking up a post and have learned in their own time - lunch hours, after work, evening classes etc, sometimes at their own expense and sometimes with the company paying for tuition.

However they have come to learn, there is no doubt that it is easier to come to the job **with** the language skills and obviously from the company point of view, an employee with such skills is a valuable asset.

As Nigel Reeves points out in his article, languages will be required in a greatly increased number of situations in the future and the variety of languages required is growing all the time.

Companies have all sorts of different uses for the language. This can depend upon the size of the organisation and the way in which they operate. Let's look at two typical case-studies to illustrate the point.

Company A

...is a small company which operates a fleet of haulage lorries. European deliveries are an important part of their operation. The company has had problems in the past with drivers not understanding different regulations in the various countries to which they travel. All drivers now carry a cassette in their cab with instructions in the various languages to help them in times of problems. Most drivers use theirs to familiarise themselves with the different situations they are likely to find in each country.

In addition, the Managing Director finds that he is travelling abroad much more now as the trade increases and so he is brushing up his German and French to cope with the trips where he meets very few English speakers. Also, he has arranged in-house tuition for his secretary as well as for the switchboard operator in order that they can deal with the increase in calls from the continent. In order to help with this, he encourages other foreign nationals to work alongside his own employees. They find that this is very helpful in picking up not only the language but also the customs of their counterparts in other countries.

In view of the projected increase in trade with Europe, the company now gives precedence to all employees who can offer language skills and mentions this preference in job advertisements at all levels.

Company B

...is a large international pharmaceutical company. They have always had an important

international operation but have never troubled to learn languages. As they operate world-wide, they have never thought it practical to learn languages.

The employees who have contact with these countries work in the export department but do most of their negotiating by telephone, with no visits to the country involved. They have always managed with English for the most part although one or two staff can speak a little of a language.

They have recently been having all sorts of problems, in particular relating to the payment of accounts, and have also been losing trade to competitors who they know speak the language of the customer. The management has recently decided to launch a wide-ranging language programme.

The company has decided to start by looking at the language skills within the company and has asked all employees to list their skills in any language. These people will be the first to be trained to work in their departments in languages other than English. The language needed will not necessarily be the one they already know. They show some interest and motivation and this is what is important. The language will be used in the UK either using the telephone or electronic mail links or directly with foreign visitors in the UK.

These two case-studies are typical of some of the situations in industry today and which will certainly be increasing with the arrival of the Single Market in 1992.

What companies such as these along with many others are finding is that our foreign competitors are learning not only English but many other world languages as well, and that our long-standing complacency with regard to languages, whereby we expect the rest of the world to speak English or indeed where we contend that the other nations have nothing more to do than learn English, is no longer valid.

So where does this leave me?

It leaves you in a very different situation from that of the school-leaver of the past. You know that language skills will always be an advantage to you in your career whatever your aspirations. Quite apart from the companies who will have an increase in their working contact with the other countries, there will be far more foreigners living and working over here. Of course, there are already vast numbers of tourists who visit this country and who also expect to be able to use their language during their stay.

A recent survey by the British Tourist Authority* showed not only that we do not offer anything like an adequate service to these visitors in terms of speaking their language, but that developments such as the Channel Tunnel could well place the industry at a serious disadvantage in comparison with our European neighbours. We rely heavily on the tourist industry in this country, it is Britain's largest earner of invisible exports. The number of people employed in tourism has risen by 22% over the last ten years and the industry is responsible for almost 4% of our national wealth. Tourists use **all** our facilities and services from police to pubs and we must be able to offer them the service in their own language, which **we** expect when we visit **their** countries, if we are to compete successfully in the market of the future.

The need for languages in all these situations means that a language skill will be useful **whatever** job you do. In addition, the particular language needs will also vary.

All of this means that many of the traditional prejudices can be seen to be quite unfounded in reality:

All foreigners speak English .... **not true**

Many of the people we work with do **not** speak English and as trade widens, the need to speak their language will become even more important.

Surely English is the language of business .... **not true**

English remains an important world language and whilst most contracts are indeed drawn up in English, it is vital to speak the language of the country for all aspects of business and trade.

Only girls learn languages .... **not true**

It is true that many more girls than boys continue with their language study, but it is equally true that most of those learning languages to help them with their careers are male.

Learning a language will not help my career .... **not true**

Companies are finding that it is very costly to train their employees in the skills they need. Skill in a language will help you in getting a job and could play an important part in developing your career.

I was never any use at French .... **never mind!**

Neither were most of the thousands of individuals who now find themselves using their foreign languages. Perhaps one of the many new courses may suit you better, or maybe you could take the opportunity to try a new language. You may find that a fresh start is just what you need. There are lots of opportunities to study languages alongside other subjects at all levels.

With so many languages where do I start?

Lots of studies have been carried out over the years highlighting the need for different languages. In the end the most important thing is to choose something that you enjoy and that you **want** to learn. No-one can guarantee that this will prove the most useful language to you in the end, nor that you will not have to learn any others. But learning a language broadens your experience and also makes any future language-learning much easier.

With the vastly increased range of languages needed nowadays, any language is bound to be useful at some stage. The amount of use to which the language is put varies from company to company. What is clear is that as a company starts to use the foreign language, the use also increases. In other words, they find that once they start to use the language that the advantages of doing so become more and more obvious and the field of operation widens.

Will 1992 change anything?

Yes, the creation of the Single Market means that there will be a much greater exchange of trade and personnel between the member countries. There will therefore be many more opportunities to use and work with languages of many countries.

For the young school leaver there is an even more important aspect. In the world of the nineties you will be competing for jobs with your counterparts from other countries who will undoubtedly be able to offer language skills. If you are unable to match their qualifications then you will put yourself at a disadvantage. Furthermore, population changes mean that there will be a severe

drop in the number of young people aged between 16 and 24 on the job market so that useful skills will be at a premium.

Although 1992 has focused attention on the need for languages and made us more aware of how other countries operate, we should not forget that trade with the whole world is increasing rapidly and that opportunities to use languages stretch far beyond the countries of the European Community.

All pupils will soon be learning a language up to sixteen. This change together with the new courses which are based on the practical needs of the world outside the classroom mean that you have something of real value to offer to potential employers. You should foster these skills and develop new ones. You will become an asset to any organisation and a valuable member of staff.

* 'Lost for Words' is available from B.T.A. , 24 Grosvenor Gardens, London SW1.

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A year out of the classroom

Siobhan Flynn

One of the best ways to learn a language is by living and working in the country concerned and very often that learning doesn't have to be done in the classroom. It's possible to get involved in a whole range of opportunities that you might never have known existed, to improve both language and other skills, and one of the best times to get involved in these is probably straight after leaving school; before you have committed yourself to further study or a career and before you become addicted to the lure of a monthly pay packet!

There are many good reasons for taking a 'year out'. Perhaps you don't know what you want to do and need some time to think about it? Perhaps you think you know what you want to do but would like to have a taste of it before you take the plunge into a full time job? Perhaps after years of school, the prospect of leaping straight into more education is a little daunting and you need a change? Whatever your reasons, the arguments for taking a year out of education (or simply trying to get work abroad) are fairly strong. Moreover, when it comes to job interviews, the candidate who is able to wax lyrical about their experiences working on a collective farm in the USSR, teaching English to students in Japan, or monitoring giant clams in Tonga, is not going to go unnoticed!

If you have decided to take a 'year out' and are looking for work opportunities abroad (possibly to improve language skills), there is a wealth of opportunity available to you. The following is a broad outline of the principal areas of work in which opportunities are available, although it does not really take into consideration the many 'one off' jobs that are not so readily classified.

ARCHAEOLOGY

Opportunities exist for volunteers to work on digs all over Europe, as well as in Israel, the USA and South America. The work is generally for two weeks or more in the summer and although directors often prefer to take on people either with some experience, or those doing degrees in archaeology, history or the classics, there are some opportunities for beginners. Basic board and lodging is usually provided in campsites, farms or in school buildings but volunteers may have to take their own tents and cooking equipment and sometimes have to contribute to costs. Bear in mind that this kind of work is often physically demanding and continues in all sorts of weather besides sunshine!

AU PAIRS

Working as an au pair can be a cheap way to spend some time learning the language and experiencing the way of life in another country. To be an au pair should mean that you are treated as a member of the family, not a domestic, and in return for board, lodging and pocket money you are expected to help with light household duties including the care of any children, for a maximum of 30 hours per week. Within this arrangement there should be time to meet friends, go sightseeing, and take a part-time course in the language, should you wish to.

All au pair arrangements depend on goodwill and co-operation between au pair and host family, and this can unfortunately break down in some cases. However, if the post is found through a reputable agency you can hope to avoid most of the problems.

For the most part, this is an opportunity open only to females aged 18-27/30, but there is now a programme both in the USA and Germany for men. Stays are normally for a six-month period, though there are a limited number of short-term summer stays.

Travel arrangements are usually at the expense and responsibility of the au pair but in some cases, normally after a stay of twelve months or more, the host family will pay a single or return fare.

COMMUNITY WORK

Short term voluntary work can be of great social and educational value for those who give their services, as well as those who receive. Typical community projects include assisting with health care or nutrition programmes; working with refugees; helping to run playschemes for able-bodied or handicapped children; or working in night shelters for the homeless poor. Fluency in the relevant language is an advantage; motivation and commitment are essential.

CONSERVATION WORK

For all those who wish to contribute in a practical way to the conservation of the countryside and the restoration of historic buildings, conservation work, often in particularly beautiful surroundings and remote parts of the world, is an option worth considering. There is a wide range of tasks in a great number of countries. Planting trees to prevent desertification; protecting the habitat of rare birds, animals or plants; restoring churches, castles and abandoned villages; or building trails through national parks are just a few of the projects that depend on volunteers for their existence.

Volunteers usually have to support themselves, although board and accommodation may be provided. Work can be strenuous, so volunteers should be physically fit and prepared to work in all conditions.

COURIERS/REPS

Couriers are often required by travel companies to accompany groups to holiday destinations abroad and are also needed on campsites around Europe, where they act as representatives. Here they are generally responsible for setting up and cleaning tents and arranging entertainment programmes. Other representatives are needed at hotels and in resorts worldwide. Applicants should be over eighteen, mature and with a good knowledge of languages.

DOMESTIC WORK

Hotels, restaurants and holiday centres are always eager to take on extra kitchen assistants, cleaners, chambermaids and waiters during the holiday season, or during the winter skiing season.

Information on job availability in the UK and overseas can be obtained from The Federation of Recruitment and Employment Services, Tel. 01-235 6616. Bear in mind that this type of work can be very hard, with long hours and that living conditions, tips, or bonuses will vary according to placement.

GRAPE PICKING

Romantic as it may sound, this kind of work is definitely for the fit and healthy. Hours can be long; it is sometimes necessary to work at weekends and the majority of jobs are paid at piecework

rates, so how much you earn and how much you pick are directly related. Remember also that inclement weather can affect ripening, the amount of crops to be picked and hence the money in your pocket. Nevertheless it can still be an enjoyable way to spend the last days of summer - toiling away alongside the locals and workers from all over the world. Obviously the timing will depend upon the harvest and the area but it is usually September/October. Accommodation is often basic, in dormitory huts or tents and catering facilities will vary. Apply in good time through a reputable agency and beware of those offering only one-way coach travel and no guaranteed work.

TEACHING

Since a large proportion of the world is learning English at any one time, there are many opportunities for native speakers to teach English abroad. For those who have no formal teaching qualification, a homestay scheme operates in most European countries whereby guests are offered free board and lodging for two to three weeks, in return for an agreed number of hours English conversation with hosts, or their children. If you are the possessor of a TEFL qualification then the employment possibilities are significantly opened up.

LEADERS, MONITORS, GUIDES AND INSTRUCTORS

Leaders and monitors are required on children's holiday camps in the UK, Europe and the USA, and are responsible for the general welfare of the children and with the organisation of indoor and outdoor activities. Camp counsellors may also be qualified to teach a special activity such as sports or handicrafts. It is often necessary to attend a short training course and applicants should preferably have some experience with children. Tour operators sometimes also require sports/ski instructors on activity holidays in the UK or Europe.

INTERNATIONAL WORKCAMPS

These are a form of short-term voluntary service providing an opportunity for young people of different backgrounds and nationalities to live and work together on a common project. Camps are run for a period of two to four weeks in April to October. Participants should be prepared to take responsibility for the successful running of projects, group activities and discussions. Work includes building, gardening, decorating, providing roads and water supplies to rural villages, community or conservation work and constructing adventure playgrounds.

Volunteers usually work seven or eight hours a day, five or six days a week. Some camps have shorter working hours and an organised study programme dealing with general social problems or wider international issues. Living conditions can be very basic; in some cases running water is not readily available. Accommodation is provided in schools, hostels, community centres or tents and food is generally provided on a self-catering basis.

Most workcamps consist of 10-30 volunteers from several countries and although English or French tend to be the most common working languages there is the opportunity to meet up with people of all languages from all over the world. Volunteers arrange and pay for their own travel; they may also be expected to make a contribution towards the cost of board and lodging and should take pocket money to cover basic needs.

KIBBUTZIM / MOSHAVIM IN ISRAEL

These are independent communities throughout Israel that provide volunteers with a fundamentally different way of life. A Kibbutz is a communal society in which all the means of production are owned by the community, with the members giving their labour in return for the provision of basic needs.

Volunteers are taken on for periods of five weeks to a year, to work in all areas of the Kibbutz. This can mean anything from working in the communal dining room, or with the children of the kibbutz to harvesting, haymaking, or working in the cow sheds. Volunteers share all communal facilities with kibbutz members, and should be capable of adapting to a totally new society. Volunteers work approximately an eight hour day, six day week and live together in wood cabins, two to four to a room, with food provided in the communal dining room. Besides laundry, toiletries, entertainment, medical care and other basic needs such as stamps and cigarettes, volunteers will also receive a small amount of pocket money.

Moshavim differ from Kibbutzim in that, rather than being totally communal, they are settlements based on the family unit with some shared facilities. Families live in their own houses and work on their own plots while sharing communal buildings and general costs. Conditions and types of work are similar to those of the Kibbutzim except that the work may be more strenuous and the hours longer. As a result, the volunteer usually receives higher wages.

The Central Bureau publishes three guides which may be of use in the search to find just the right thing for you. *Working holidays* is an annually updated guide that details paid and unpaid job opportunities in over 70 countries, most of which are relatively short term: anything from a couple of weeks to six months, so that you can spend your year involved in a number of different projects.

If you are looking for voluntary work specifically then *Volunteer work* has information on over 100 organisations recruiting volunteers for longer term (one year and over) projects in Britain and 153 countries worldwide. Thirty five of these organisations run projects specifically tailored to the needs of those contemplating a 'year out'.

If you want to study formally your chosen language in the country concerned then there is a whole range of courses that you can follow all over Europe and these are comprehensively listed in *Study holidays*. In addition, all of these guides provide the necessary information on travel, work permits, passports and visas, and list useful publications and addresses to contact for further information.

Have a good year out of the classroom!

Siobhan Flynn is Information Officer in the Information and Publications Department of the Central Bureau. She is the compiler of **Working Holidays** *and other Central Bureau publications.*

APPENDIX

Subjects which may be studied in combination with a modern foreign language at undergraduate level in the universities, polytechnics and major colleges.

Accountancy
Accounting Studies
Accounting/Finance
Administration
African Studies
African/Caribbean Studies
Agriculture
American Studies
American/Commonwealth Arts
Anthropology
Anthropology, Social
Archaeology
Area Studies
Art
Art, Fine
Art, Visual
Art, History of
Art and Design

Banking
Banking/Insurance
Biblical Studies
Biochemistry
Biology
Brewing
Business Administration
Business Studies
Byzantine Studies

Cartography
Catering
Chemistry
Classical Civilisation
Classical Studies
Classical/Archaeological Studies
Combined Studies
Commerce
Communications/Cultural Studies
Comparative Literature
Computational Linguistics
Computer Studies

Dance
Drama

Economics
Economy, Political
Education
Electronics
Electronics, Power
Engineering, Aeronautical
Engineering, Chemical
Engineering, Civil
Engineering, Combined Studies
Engineering, Communication
Engineering, Control
Engineering, Electronic
Engineering, Industrial
Engineering, Manufacturing
Engineering, Mechanical
Engineering, Systems
English
English, Medieval
English Studies
European Business Studies
European Institutions
European Literature
European Studies

Film/Drama
Film/Media Studies
Food and Nutrition

Geography
Geology
Greek, Classical/Medieval
Greek Civilisation/Studies

Hispanic Studies
History
History, Ancient
History, Ancient/Archaeology
History, Church
History, Economic (& Social)
History, European
History, Medieval
History, Modern
History, Scottish
History, Welsh

Hotel and Catering Management
Humanities

Ideas, History of
Indonesian Studies
Industrial Design
Information Science
Information Systems
International Business
International Politics
International Relations
International Studies
International Trade

Latin
Latin American Studies
Law
Librarianship
Linguistics
Literary Studies
Logic/Metaphysics

Management Studies
Marketing
Materials Technology
Mathematics
Mathematics, Pure
Mathematics/Statistics
Mathematics for Business
Media (and Cultural) Studies
Medieval Studies
Metallurgy
Microbiology
Microelectronics
Modern Studies
Movement, Human
Music

Philosophy
Philosophy, Moral
Philosophy, Scholastic
Philosophy, Social (Applied Ethics)
Physical Education
Physics
Planning and Administration

Politics (and Government)
Politics, International
Politics, West European
Psychology
Public Administration

Religious Studies
Roman Civilisation/Studies

Scandinavian Studies
Science, History of
Scottish Literature
Secretarial Studies
Social Policy (and Administration)
Social Studies
Society/Government
Sociology
Sport/Recreation Studies
Statistics

Textile Marketing
Theatre Studies
Theology
Travel and Tourism

Urban Policy/Management
Urban Studies

Victorian Studies
Visual Studies

War Studies
Welsh Studies

Information from *University Entrance*, 1989, and *A guide to language courses in polytechnics and similar institutions*, 1988 and 1989 (SCHML).

Bibliography

Many of the titles listed in this select bibliography contain their own bibliographies; to some extent these overlap. Most of the course directories contain indexes to the courses listed.

1. Information on courses and institutions

Choose your course series. London: Department of Education and Science; Cardiff: Welsh Office, Information Division. Revised periodically.

> Main emphasis is on the educational courses and qualifications that can help in getting a job. Titles which may be of interest are: *Languages at work*, *Tourism, travel and catering*, *It's your choice* and *On from 'A' levels*. Distributed free to careers teachers, careers officers and colleges.

The colleges and institutes of higher education: guide. Standing Conference of Principals. Annual.

> Individual entries for the 54 institutes and colleges of higher education in England and Wales giving general information about the institution and details of courses available: first degree, diploma, postgraduate, and professional courses. Includes a separate leaflet which gives an outline in tabular form of range of subjects and levels at which they may be taken at each institution.

A compendium of advanced courses in colleges of further and higher education: full-time and sandwich courses in polytechnics and other colleges outside the university sector. Published on behalf of the Regional Advisory Councils by London and South Eastern Regional Advisory Council for Further Education. Annual.

> Information on all degree (including teacher training), BTEC Higher National Diploma, professional and other full-time and sandwich courses offered at polytechnics and other institutions of higher and further education outside the university sector in England and Wales. Small section gives details about Scotland. Summary information only about courses.

The complete degree course offers: for entry to British universities, polytechnics and colleges. Richmond, Surrey: Careers Consultants. Annual.

> Provides guidelines for those going through the process of choosing courses and institutions of higher education. Describes application and selection procedures. Tabular information gives details of the levels of offers made by institutions for degree and diploma courses.

Degree course guides: guides to first degree courses in the UK. Cambridge: Hobsons. (CRAC Publications.) Revised biennially. Available as two bound volumes or as single-booklet guides.

> 1988/89 edition includes French, Italian and Hispanic studies, and Russian and Oriental studies (including African studies). 1987/88 edition includes English (including Celtic languages and studies), German (including Dutch and Scandinavian studies), and Italian. Gives an introduction to each subject, a list of relevant courses, a description of the content and character of the courses, entrance requirements, and application and selection procedure. Sections of career prospects and suggested reading for each subject. Also supporting set of four floppy discs making information accessible through an interactive programme to establish the best choice of degree course and institution for the individual student.

Directory of first degree and Diploma of Higher Education courses. Council for National Academic Awards. Annual.

A guide to courses leading to CNAA qualifications. Background information on CNAA-approved courses. Details about application procedure and finance.

Directory of further education. Cambridge: Hobsons. Annual. (CRAC publication.)

A comprehensive guide to courses outside the university sector in the UK. Covers polytechnics and colleges with information on full-time, part-time, day-release and block-release courses; including degrees, awards by professional bodies, national certificates and diplomas, e.g. BTEC, City and Guilds, GCE 'A' levels. Information about entrance requirements.

Directory of translation and interpreting courses in Europe. Provisional list. 1988. Available from: Courses Directory, Institute of Translation and Interpreting, 318a Finchley Road, London NW3 5HT.

Information supplied by associations and establishments in the UK and abroad.

DITTO: Directory of Independent Training and Tutorial Organisations, by Elizabeth Summerson and Maureen Davies, Richmond, Surrey: Careers Consultants, 1985.

Opportunities for education and training in the private sector. Advice on choice and finance. Information about courses, accreditation and accommodation.

A guide to language courses in polytechnics and similar institutions. Compiled and published by the Lancashire Polytechnic, Preston, for the Standing Conference of Heads of Modern Languages in Polytechnics and other Colleges (SCHML). Enquiries to: Mrs R Goodison (SCHML), Department of Humanities, North Staffs. Polytechnic, Beaconside, Stafford ST18 0AD. Biennial.

Includes full-time and sandwich courses leading to degrees and other recognised qualifications (BTEC, Dip HE), certificates and diplomas awarded by the institutions themselves, and part-time courses leading to degrees. Details of language and linguistics courses, teacher training courses and courses of relevance to all aspects of the humanities, sciences, business, industry and commerce which contain language studies as a part of the syllabus. Entries indicate titles of courses offered, and information on course structure and options available, languages, study or work abroad, aim and content of language components, special vocational implications, and typical careers entered by successful students.

The handbook of degree and advanced courses in institutes/colleges of higher education, polytechnics, university departments of education in England and Wales. Compiled by the Central Register and Clearing House, published by the National Association of Teachers in Further and Higher Education and available from Linneys ESL, 121 Newgate Lane, Mansfield, Notts. NG18 2PA. Annual.

Intended as a reference source for all applicants to teacher education and other degree courses. General information about each institution, application procedure, details of courses offered: degree, initial teacher training, Dip HE, diploma and certificate courses, professional and postgraduate courses.

Polytechnic courses handbook: full-time and sandwich advanced courses: England and Wales.

Published by the Committee of Directors of Polytechnics. Available from Committee of Directors of Polytechnics, 309 Regent Street, London W1R 7PE. Annual.

Gives background information about each polytechnic. Four sections categorise courses by type of qualifications to which they lead: first degree, HND, advanced non-degree courses, and second stage advanced courses (following on from the non-degree courses, leading to the award of a degree equivalent qualification). Entry requirements and application procedure.

University entrance. Produced annually by and for the universities as the recognised source of information on entrance requirements to first degree courses. Published by the Association of Commonwealth Universities for the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom. Annual.

Gives background information about each university. Includes sections on university entrance requirements, tables of courses and course requirements, statistics.

Which degree vol. 1: Arts, humanities and languages and *vol. 4: Business education and social sciences.* London: New Opportunity Press.

A guide to all full-time and sandwich first degree courses offered by universities and institutions of higher education in the UK. Courses are broken down into key subject areas, each with an introduction.

2. Careers information

AGCAS Careers Information Booklets. Published by the Central Services Unit. Available from CSU, Crawford House, Precinct Centre, Manchester M13 9EP. Updated biennially.

Several titles which may be of interest to those thinking of studying for a degree in or with foreign languages, including *Using languages, Library, information and archive work, Tourism, Banking, Marketing.*

Careers encyclopedia, Audrey Segal, London: Cassell Educational. Updated regularly.

Information for school leavers, graduates, parents, teachers and advisers. Details about qualifications and courses, and studies of particular careers, grouped into broad subject areas.

Graduates and jobs: some guidance for young people considering a degree. Jointly prepared by the Department of Education and Science and the Department of Employment. Published by Her Majesty's Stationery Office, June 1984.

For young people considering which degree course, or which 'A' level, or equivalent, courses to take. Job prospects for graduates in different subjects are discussed by examining what the 1982 graduates were doing six months after graduation. Information is shown separately for men and women, universities and polytechnics. Statistical tables.

Institute of Translation and Interpreting Brochures. Published by ITI and available from The Secretary, ITI Publications, 318a Finchley Road, London NW3 5HT.

Titles: *So you want to be a translator, or interpreter...?* (A guide for school leavers). *A career as a staff translator. Starting up as a freelance translator.*

The Job Book including *What do graduates do?* Cambridge: Hobsons. Annual. (CRAC Publication).

An employment directory which lists jobs and training schemes with over a thousand employers. Includes sections on training schemes and professional qualifications, on applying for jobs, and on graduate employment trends.

Kogan Page Careers series. London: Kogan Page.

Several titles which may be of interest to school leavers or graduates including *Careers using languages*, 1988; *Careers in librarianship and information science*, 1987; *Careers in the holiday industry*, 1985; *Careers in teaching*, 1987. Each contains detailed information on a wide variety of careers and professions, possible career openings within the particular field, educational requirements and training opportunities, how to apply for jobs, an assessment of career prospects. Bibliography and list of names and addresses.

Connections: Modern languages, Robin Derbyshire. Cambridge: Hobsons, 1986. (CRAC Publication).

Links between school subjects, courses in further education and higher education, jobs and careers.

Occupations: the annual guide to opportunities and trends in employment. Careers and Occupational Information Centre (COIC). Annual.

Reference source containing details of over 300 jobs and careers of all types.

Working in... series. Careers and Occupational Information Centre. Manpower Services Commission. Available from Sales Office, W1103, MSC, Moorfoot, Sheffield S1 4PQ.

The booklets describe the range of jobs and working conditions in particular industries or fields of work. Illustrated. Titles currently available include: *Languages*, *Hotels*, *Travel and Tourism*. COIC also produce videos and computer software.

3. Other useful sources of information

The educational grants directory. Published by the Directory of Social Change, 1988.

National and local sources of funding; sponsorship; sources of further information.

Getting into colleges & institutes of higher education. Richmond, Surrey: Careers Consultants, 1988.

Intended to increase awareness of the range of degree and other advanced courses available. Advice on choice and details of how and when to apply.

Getting into polytechnic. General introduction by PCAS. Richmond, Surrey: Careers Consultants, 1985. (New ed. 1989).

Advice on choice, application, interviews, grants, obtaining placements with employers during sandwich courses, leaving home.

Getting into university. Brian Heap and Stephen Lamley. Richmond, Surrey: Careers Consultants, 1988.

Advice on choice, completing the UCCA form, interviews, deciding which offers to hold or reject, grants, leaving home.

Handbook of free careers information in the UK. Richmond, Surrey: Careers Consultants, 1987. 4th edn.

Lists organisations offering free careers information of all kinds. Advice for students on how to find information about careers and training schemes.

Higher education - finding your way. David Dixon. Published by HMSO. 2nd edn. 1985. Prepared by the Department of Education and Science and the Central Office of Information.

Advice on whether to enter higher education, choice of institution and course, applications, finance, career prospects. Reading list.

Higher education for international careers. Edited by Linda Hantrais. Aston Modern Languages Club in association with CILT, 1988.

Explores the relationship between higher education and the labour market, focusing on graduates who are equipped to pursue international careers.

Job talk: languages and the world of work. A video package produced by Suffolk County Council and Focus in Education, and available from: Focus in Education Ltd, 65 High Street, Hampton Hill, Middlesex TW12 1NH. 1988.

A 40 minute video with notes, illustrating the issues which offer opportunity and challenge to linguists. The package provides material for INSET relevant to modern languages teachers, employers and students.

The undergraduate's guide to studying languages. Linda Hantrais. CILT, Spring 1989.

Advice on how to get the most from an undergraduate course in modern languages

Using languages in a career: an analysis of the careers of language graduates. Linda Hantrais. Published by the Aston Modern Languages Club, Aston University, 1985.

Report of the survey of the career paths of graduates from the Modern Languages Department. A number of hints are recorded for undergraduates reading for degrees in languages, advising them about planning their futures.

Which subject? Which career?: A guide to subjects and courses at ages 14, 16 and 18 and the careers to which they can lead. Cambridge: Hobsons, 1987. (CRAC publication: Which? Books)

Guidance for students choosing options, showing links between subjects and possible career paths. Sections on school courses and on further and higher education, and an A to Z of careers.

4. Student mobility

COMETT: Community action programme for education and training for technology. Guide for

applicants available from the Commission of the European Communities, 8 Storey's Gate, London SW1.

A programme for the support of training initiatives between universities and enterprises within the European Community.

Directory of higher education institutions: higher education in the European Community. Brussels and Luxembourg: Office of Official Publications of the European Communities, 1984.

Background information for each country. Lists a wide range of institutions, with an indication of the main academic subject area in which each is active.

Erasmus programme (The European Community Action Scheme for the Mobility of University Students). Details available from ERASMUS Bureau, Rue d'Arlon 15, B-1040 Bruxelles, Belgium.

A European Community programme for the financial support of inter-university co-operation and exchange.

Higher education in the European Community: a guide to courses and institutions in 10 countries. Student handbook. London: Kogan Page, 1986.

Background information for each country, including details about admission, fees, finance, accommodation, social aspects. Addresses. Tables showing courses of study available at individual institutions.

Study abroad: international scholarships and international courses. Paris: Unesco. Biennial.

Lists international study programmes in all academic and professional fields and possibilities of financial assistance offered by international organisations, governments, foundations, universities and other institutions in many countries.

Study holidays. Central Bureau, 1988.

Information on language courses as well as practical information on accommodation, travel, grants and useful publications.

5. Working abroad and jobs overseas

Careers working abroad. Helen Steadman. London: Kogan Page, 1983.

Chapters on finding a job, countries, specific careers, voluntary work, qualifications. List of addresses.

The Directory of jobs and careers abroad. Edited by David Leppard. Oxford: Vacation Work, 1985. Revised periodically .

Three sections: the general approach; specific careers; worldwide employment. Chapters on applications, regulations, language learning, individual careers, individual countries.

Volunteer work. Hilary Sewell. Central Bureau, 1986.

Guide to medium - and long-term voluntary work, with information on over 100 recruiting organisations.

Working abroad: the Daily Telegraph guide to working and living overseas. Godfrey Golzen. London: Kogan Page, 1987. 10th edn.

Details on 43 key countries, the job market, salary and benefit levels, living and working conditions.

Working holidays. Central Bureau. Annual.

Opportunities for short-term voluntary and paid work worldwide.

Working in the European Communities: A guide for graduate recruiters and job-seekers. A J Raban. Cambridge: Hobsons, 1985.

Details about Belgium, France, Germany and the Netherlands.

Supplement and continuation, 1986.

Covers Denmark, Ireland, Italy and the United Kingdom.

A year off... a year on? Cambridge: Hobsons, 1987. (CRAC publication).

A guide to jobs, voluntary service and working holidays in Britain and abroad. Discusses the advantages and disadvantages.

The Central Bureau for Educational Visits and Exchanges can provide further information on the above topic. Write for details to: The Central Bureau, Seymour Mews House, Seymour Mews, Wigmore Street, London W1H 9PE. Tel: 01-486 5101.

6. Online careers information

ECCTIS
The ECCTIS database holds information about first degree courses and postgraduate courses, advanced further education courses and non-advanced further education courses. Each record contains the course title, duration, entry requirements and address of the institution.

In August and September ECCTIS offers a higher education course vacancy service. Details from UCCA (Universities Central Council on Admissions), PCAS (Polytechnics Central Admissions System), AFEIS (Advanced Further Education Information Service) and GTTR (Graduate Teacher Training Registry) are updated daily.

The ECCTIS mainframe database can be accessed via Prestel or TTNS, and is now also available on a single compact disc.
Contact:
ECCTIS Office, PO Box 88, Walton Hall, Milton Keynes MK7 6DB. Tel: 0908 368924.

PRESTEL EDUCATION

Prestel is part of British Telecom. The Prestel Education Service provides access to several databases providing specialist information. POLYTEL is a guide to all first degree, HND and Dip HE courses at polytechnics, including latest vacancy information updated daily in August and September. SIGNPOST provides information on over 300 careers, provided by COIC. Details from Prestel Education, Telephone House, Temple Avenue, London EC4Y 0HL. Tel: 01-822 1122.

TTNS

Schools, colleges and careers libraries can make use of the TTNS careers library, providing they are subscribers to TTNS. The library holds regularly updated information from the Avon Careers Information Centre, as well as data from the financial services sector, government bodies and the manufacturing industry. Databases provide clearing information from PCAS, UCCA, CIFE (Conference for Independent Further Education) and CRCH/GTTR. For more details contact:
The Times Network Systems, PO Box 7, 214 Grays Inn Road, London WC1X 8EZ. Tel: 01-833 7615/7104.

7. Computer-assisted careers guidance

CASCAID (Careers Advisory Service Computer Aid)
CASCAID publish a book and a number of computer-assisted careers guidance packages which are designed for a range of levels of user.
Details from:
CASCAID Unit
West Annex
County Hall
Glenfield
Leicester
Tel: 0533 871313

JIIG-CAL (Jobs Ideas and Information Generator-Computer Assisted Learning). 3-year integrated careers education programme. If the user has a suitable computer installation, the system can be licenced and then paid for by annual subscription. A bureau service is available for users who wish the processing work to be done on the JIIG-CAL computers.
Details from:
JIIG-CAL
Careers Research Centre
University of Edinburgh
Department of Business Studies
Top Flat, 5 Buccleuch Place
Edinburgh EH8 9LW
Tel: 031-667 1011 ext. 6597/6591

MICRO-DOORS. An occupational database which is researched, written and maintained by COIC. Updated three times a year. Provides job information and suggestions.
Details from:
MICRO-DOORS
COIC
MSC
Moorfoot
Sheffield S1 4PQ
Tel: 0742 704574

WHICH COURSE FOR ME?

Where to get information

Once you have decided that you wish to choose a course in modern languages, or a course with a modern language component, the range of options available is extremely wide, and courses with the same title can vary considerably from institution to institution. The only way to ensure that the course you are choosing is really for you is to read the **prospectuses** carefully, and if they don't answer all your questions, then contact the institution concerned for more information - it will usually publish specific course literature, and may even be happy to arrange for you to visit.

Prospectuses should be available in your school/college careers library or at your local authority careers office, but you can easily get your own free copy by writing to the institutions you are interested in. Often there is an '**alternative prospectus**' which is published by the students' union - you could write away for this. It will give you the student's view, but usually tends to be rather subjective and deals largely, although not entirely, with living and studying conditions and social life.

If you know someone, perhaps from your school/college (ask your teacher), who is already doing the course you are interested in, then try to make contact. This is one of the best ways to get inside information.

Since you will be spending three or four very important years of your life on the course, and at the institution, it makes sense to find out as much as you can before you make your application.

Do I want a vocational course?

You have a choice between studying language(s) for its/their own sake, knowing that knowledge of languages provides useful skills which prospective employers will find attractive; or you can combine language study with a specialism which is directly geared to a career, like law, engineering, marketing or management. Whichever you choose, it is important that you will enjoy the course, and this consideration should perhaps be uppermost in your mind when choosing.

Types of degree course

Universities award their own degrees. Degree courses at other institutions are assessed and degrees are awarded by the Council of National Academic Awards (CNAA). Both types of degree are of equal status.

There are several types of degree course on offer at universities, polytechnics and colleges/institutes of higher education:

Single honours - the study of one subject, usually with one (or perhaps more) subsidiary subjects in the first and perhaps second years.

Joint honours - the study of two subjects which have equal weighting throughout the course. In this way you can study two languages to equal level, or choose a more or less related pair (e.g. Chinese and Politics, French and International Relations), or choose unrelated subjects (e.g. German and Chemistry).

Combined honours - which involve the study of two, three or four subjects during the first year. You are usually able to choose two in which to specialise later in the course. This category includes General Arts/Combined Arts/Humanities courses.

The range of courses available varies from institution to institution.

Interdisciplinary courses - which allow you to study a range of subjects related to a theme (e.g. European Studies, International Relations, Media Studies).

Modular courses - which are divided into sections or 'modules' allowing you to build your own study programme on a termly, half-yearly or yearly basis. You would normally take three or four modules a session and you can choose related or unrelated subjects, specialised or more broadly-based ones, single or double modules, reflecting your own academic and vocational interests. Each module is taught and examined separately.

Advanced non-degree courses

Diploma in Higher Education (DipHE) - awarded by the CNAA. The courses last two years and are usually organised so that successful diplomates may transfer, if they so wish, at the end of that time to a related degree course.

BTEC Higher National Certificates/Diplomas - awarded by the Business and Technical Education Council. The courses last two years (full-time) or three years (sandwich), and are vocationally oriented.

Other Diplomas - some polytechnics and colleges/institutes of higher education award their own diplomas in specialist subjects.

Full-time or part-time?

Both degree and other higher education courses may be full- or part-time.

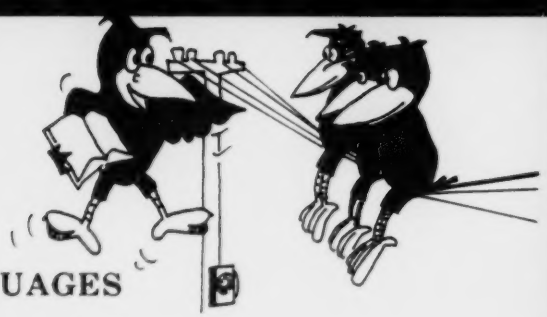
A part-time course organises the teaching so that you can study whilst being in full-time employment. You can either study on a 'day release' basis (usually one day and one evening per week); on a 'block release' basis (you have to obtain leave of absence from your employment for a block of several weeks); or you can study through a correspondence course. The advantages and disadvantages of part-time study should be discussed carefully with a Careers adviser.

Sandwich courses allow you to combine full-time study with periods of related work experience or training. The work-experience component can provide contacts useful for subsequent employment and can count towards a professional qualification. Sandwich courses are referred to as either 'thick' or 'thin', and are broadly organised in this way:

Thick sandwich - 1st and 2nd years in full-time education
3rd year in employment
4th year in full-time education

Thin sandwich - 1st and 4th years in full-time education
2nd and 3rd years - six months in employment,
six months in full-time education

Many language courses which include a work placement abroad or in the UK are of the thick sandwich type. A **sponsorship** is a special type of sandwich arrangement (please see Fact Sheet 3 on *Sponsorships*).



DEGREE COURSES* IN MODERN LANGUAGES

1. THE LANGUAGES MOST COMMONLY TAUGHT IN SCHOOLS/ COLLEGES : *French, German, Italian, Russian, Spanish*

These languages may be studied

- on their own as a **single** subject;
- as a **single** subject with a subsidiary language (either post 'A' level, post 'O' level/GCSE or *ab initio*);
- as a **single** subject with linguistics as a subsidiary subject;
- as a **single** subject with another subject as a subsidiary study;
- together with another language as equal parts of a **joint** degree;
- together with another subject as equal parts of a **joint** degree;
- as part of a **combined** subject course (including Humanities/General Arts). On such a course three or four subjects are studied in the first year, with specialism in two possible later in the course;
- as part of a **modular** course, where usually three or four modules are taken per term. Modules are chosen on a termly or yearly basis and it may be possible to take more than one language.

Some joint degree courses offer the study of two equal languages to major level, and a third one to minor level.

Can I study a language if I haven't got an 'A' level?

As a rule it is usual for those accepted for degree courses in French or German to have an 'A' level, although there are a couple of institutions which will accept candidates for French, and a handful which will accept candidates for German with just a good 'O' level/GCSE in the appropriate language. About ten institutions will teach German to degree level from scratch. Increasingly, some institutions are accepting an 'AS' level in the appropriate language instead of an 'A' level.

Spanish may be taken post 'A' level (about 45 institutions require an 'A' level qualification), post 'AS' level, post 'O' level/GCSE, or *ab initio*.

The study of Portuguese, and now increasingly Catalan, is offered *ab initio* as a subsidiary subject with Spanish - such courses may be called 'Hispanic Studies'.

Italian and Russian may be studied post 'A' level, post 'AS' level, post 'O' level/GCSE or *ab initio*. Courses offering *ab initio* study are commoner in these two languages than in Spanish, but the universities usually prefer students who have studied the language to 'A' level.

In any case, if a student wishes to start a language from scratch, an 'A' level in another modern language is normally required as a proof of linguistic competence.

However, a large number of institutions will admit beginners, but they may require them to do an extra preliminary year.

Course content

Courses vary greatly in content. In general they combine the study of the language and the practice of language skills with

either literary and cultural studies

or political, economic and sociological studies.

This is a very crude distinction, and most courses in fact contain elements of both. Most courses also contain some analytical study of language, either the history of the language and/or linguistics. Some courses also include some instruction in interpreting skills.

* It is possible to study for a DipHE or a Polytechnic Diploma in these languages at a very few polytechnics or colleges/institutes of higher education. The courses usually last two years, and have no compulsory time spent abroad. Entry grades are usually in the range EE at 'A' level, and a language may often be studied post 'O' level/GCSE or *ab initio*.

Where are the courses to be found?

In the main, the more traditional type of course offering a significant amount of literary study is to be found in the longer-established universities; courses which place the emphasis on political, economic and sociological aspects of the relevant country are usually to be found in the polytechnics and the technological universities; colleges/institutes of higher education broadly fit into the second category. Again, there are exceptions to this rule of thumb. The only way to ensure that one is choosing the course one wants is to **study the prospectuses carefully**. The variety of courses on offer is so wide that it is impossible to categorise them satisfactorily here.

What are the entry qualifications?

As a general rule of thumb a B grade at 'A' level is required in the appropriate language for entry to a university course, and a C grade is required at polytechnics. At least two 'A' levels (or equivalent), and more usually three will be required. The grades demanded are likely to be in the ranges stated below:

French: ABC/BBB - BC in the universities; CCD and below in polytechnics and colleges/institutes of higher education;
German: ABC/BBB - CCD/CD in the universities; CCD and below in polytechnics and colleges/institutes of higher education;
Spanish: ABC/BB - CDE in the universities; CC and below in polytechnics and colleges/institutes of higher education;
Italian and Russian: BBC - CDD in the universities; CC and below in polytechnics and colleges/institutes of higher education;
Modern Languages: BBB - CDD in the universities; CCD and below in polytechnics and colleges/institutes of higher education;
General Arts/Humanities: AA/BBB - CCC in the universities; BB/CCC and below in polytechnics and colleges/institutes of higher education;

The Colleges of Oxford and Cambridge Universities will usually require applicants to get grades in the region of AAA-ABB.

What time, if any, is spent abroad?

It is usual for some time to be spent in the relevant country, either on an approved course of study (normally at a university), or as a teaching assistant in a secondary school. The period of time varies from institution to institution, but it will usually be about a year, and will usually take place in the third year of a four-year course. Those studying two languages will normally divide their time between both countries, spending six months in each. Where the period of time abroad is not compulsory, it is usually encouraged. Students of Russian have found that demand for places in the USSR exceeds availability, and many of them study Russian at universities in other Eastern bloc countries - or even in France.

What are the career prospects of such courses?

Language graduates go into a very wide range of occupations, and not necessarily ones which require ability in a language. A degree is a qualification in itself, irrespective of the subject studied, and many firms and organisations will be glad to employ someone of graduate calibre and then give them the necessary training for the job they will be required to do. On this basis, language graduates go into marketing and sales, industry and commerce, banking and insurance, the Civil Service, journalism, publishing, librarianship, secretarial work, travel and tourism, etc - and in all these areas a language qualification, although not essential, can prove a bonus, especially for subsequent promotion.

Some language graduates use their languages by choosing to work abroad, or by consciously seeking employment with an international company, for example. Others go into teaching, usually after studying for a year to obtain a Postgraduate Certificate in Education (PGCE); it is best to have two languages if one wants to teach, and French is still the most widely taught, and therefore the one offering the best employment prospects.

Some language graduates choose to teach English as a foreign or a second language in the UK or abroad, for which a TEFL or TESL qualification is most useful, and often necessary.

A comparatively small number of language graduates choose to become professional linguists - translators or interpreters - and will undertake a postgraduate course in interpreting and/or translating first. (See Higher Education Course Sheet 15 on *Applied language(s), interpreting and translating, and linguistics and modern language(s)* - section on 'Postgraduate Courses').

DEGREE COURSES IN MODERN LANGUAGES

2. MODERN EUROPEAN LANGUAGES OTHER THAN FRENCH, GERMAN, ITALIAN, RUSSIAN AND SPANISH

What languages are on offer?

The following are available in the universities, either singly or in combination:
Dutch; Modern Greek; Scandinavian languages (Danish, Finnish, Norwegian, Swedish); Slavonic and East European languages (Bulgarian, Czech, Hungarian, Polish, Romanian, Serbo-Croat); Celtic languages (Gaelic, Irish, Welsh).

Where are such courses to be found?

Dutch:	Cambridge; Hull; Liverpool; School of Oriental and African Studies (SOAS); University College, London
Modern Greek:	Birmingham; Cambridge; King's College, London; Oxford
Scandinavian Studies:	East Anglia; Edinburgh; University College, London
Danish:	Cambridge; East Anglia; Edinburgh
Finnish:	School of Slavonic and East European Studies (SSEES)
Norwegian:	Cambridge; Edinburgh; SSEES
Swedish:	Cambridge; East Anglia; Edinburgh; Hull; Lampeter
Slavonic and East European Studies:	Glasgow; SSEES; Sheffield
Bulgarian:	SSEES
Czech:	Cambridge; Glasgow; SSEES
Hungarian:	SSEES
Polish:	Cambridge; Glasgow; SSEES
Romanian:	SSEES; University College, London; Westfield, London
Serbo-Croat:	Cambridge; Nottingham; SSEES
Celtic languages -	Gaelic: Aberdeen; Edinburgh; Glasgow Irish: Belfast; Ulster Welsh: Aberystwyth; Bangor; Cardiff; Lampeter; Swansea

These courses last three or four years and the language is offered either as a single honours course (with or without a subsidiary subject), or, very commonly, in combination with another language or with another subject.

The range of subjects which can be done in combination is very wide, ranging from the more commonly learnt languages, like French or German, through closely related subjects (e.g. Dutch and Indonesian Studies at SOAS; or Modern Greek with Ancient History/Archaeology at Birmingham) to subjects which may appear to have only the most tenuous of links, or no link at all, like Theology, Victorian History or Sport/Recreation Studies.

Can I study a language if I haven't got an 'A' level in it?

Usually no prior knowledge of these languages is assumed and so complete beginners are accepted. It is usual, however, for the university to require some evidence of linguistic competence, and so an 'A' level (or 'AS' level) in another language, either modern or classical, is normally required. Some departments may require some prior knowledge of the language to be studied, particularly where the course is a demanding one - for example, applicants for the joint Scandinavian and Dutch degree at University College, London, must have a competent knowledge of either Dutch or a Scandinavian language.

Some courses provide a differentiated first year to allow for both beginners and those who have some prior knowledge of the language.

What are the entry qualifications?

From the above it will be seen that an 'A' level in the subject to be studied is not a prerequisite, although an 'A' or 'AS' level in a language is usually required. Applicants for joint/combined courses must also meet the entrance requirements of their second subject.
The typical 'A' level offers are likely to be:

Dutch: BC/CCC - CC
Modern Greek: BCC
Scandinavian languages: BCC/CC
Slavonic and East European languages: CC/CCC
Celtic languages: CCC/CD

The Colleges of Oxford and Cambridge Universities will usually require applicants to get grades in the region of AAA-ABB.

What time, if any, is spent abroad?

Most departments will require students to spend some time in the appropriate European country - ranging from a term to a whole year. Students reading for a degree in two languages will usually divide their time between the two countries. Even students of Celtic languages may be asked to acquire some first-hand practical experience - for example, students at Aberdeen have to spend at least three months in a Gaelic speaking area if they started the course with no previous knowledge of the language.

What are the career prospects of such courses?

Language graduates go into a very wide range of occupations, and not necessarily ones which require ability in a language. A degree is a qualification in itself, and many firms and organisations will be glad to employ someone of graduate calibre and then give them the necessary training for the job they will be required to do. On this basis, language graduates go into marketing and sales, industry and commerce, banking and insurance, the civil service, journalism, publishing, librarianship, secretarial work, travel and tourism, etc - and in all these areas a language qualification, although not essential, can prove a bonus, especially for subsequent promotion.

Some language graduates use their languages by choosing to work abroad, or by consciously seeking employment with an international company, for example. Others choose to teach English as a foreign or second language in the UK or abroad, for which a TEFL or TESL qualification is most useful, and often necessary.

Although these languages are not those commonly taught in schools, successful graduates who have also taken French, German or Spanish might wish to teach after obtaining a Postgraduate Certificate in Education (PGCE); there are also openings for high quality graduates to teach their subject in higher education institutions.

Celtic studies, particularly Welsh, could prove useful for those wishing to work in fields such as education, local government and the media in Wales, for example, where there is an increasing demand for graduates able to use both Welsh and English.

A comparatively small number of language graduates choose to become professional linguists - translators or interpreters - and will undertake a postgraduate course in interpreting and/or translating first (See Higher Education Course Sheet 15 on *Applied language(s), interpreting and translating, and linguistics and modern language(s)* - section on 'Postgraduate Courses').

CONSULTANT/PSYCHOLOGIST
WITH DUTCH LANGUAGE

Management consulting practice specialising in applied organisational psychology seeks highly qualified young psychologist to work on assignments with multinational firms and other major organisations. The firm is fast growing and has its sights firmly set on 1992. Assignments will include management surveys, assessment and selection, training and development. This exciting opportunity has considerable career potential for the right applicant.
The successful candidate will have first class honours and post graduate degrees in organisational behaviour/psychology, preferably with an economics business bias. Experience will be required, including survey and questionnaire design, analysis using SPSS; psychological testing (preferably including MBTI). A high standard of written and spoken English essential with fluent Dutch. A progressive compensation and benefits package is offered, include pension, private medical insurance, permanent health insurance. A starting salary of £14,000 p.a. plus bonus is offered.
Applications in writing to:
Merilyn Parker, Training Programmes Manager
MOSAIC MANAGEMENT CONSULTING LTD
Company House, Tower Hill, Bristol BS2 0EQ

Guardian 12.1.89

SCANDINAVIAN SPEAKERS

We have a number of challenging vacancies for Scandinavian speakers with good secretarial skills, plenty of initiative, and a flair for organisation. You should be fluent to a conversational level (Norwegian preferred), able to translate effectively, and eager to work in an international environment. We offer excellent salaries in return for your talents.
Please call for an immediate interview on 01-548 9934/5.

Independent 15.9.88

DANISH

Danish secretary required to work in European law. Typing, audio, word-processing experience necessary. Lots of client contact. Age 20+. To £10,000 according to age and experience.

PA WITH A DIFFERENCE

Ideal opportunity to work on a 3 to 4 month temp assignment as part time PA/Social Organiser. Duties include arranging lunches, holidays, booking hotels and theatre tickets and dealing with social correspondence etc. Age 40+, hours and salary to be discussed.

BOYCE AGENCY
01-404 4434

Independent 1.3.88

EXOTIC LANGUAGES - ARABIC, CHINESE, JAPANESE

What languages are on offer?

The widest choice is available at the School of Oriental and African Studies (SOAS) in London - Hebrew, Chinese, Korean, Japanese, Urdu, Persian, Turkish, Berber, Arabic, Amharic, Hausa... The languages most commonly available in other institutions are Arabic, Chinese and Japanese.

Where are courses in Arabic, Chinese and Japanese to be found?

Degree courses (mainly 4 years)

Arabic

Universities: Edinburgh, Exeter, Glasgow, Leeds, SOAS, St. Andrews, Salford (mostly in combination with another subject)

Polytechnic: Central London - either single honours (part-time, five years minimum; students should be over 21) or as part of Modern Languages BA (full time, four years)

Chinese

Universities: Durham, Edinburgh, Leeds, SOAS, York, Cambridge (Oriental Studies), Oxford (Oriental Studies)

Polytechnic: Central London (as Arabic - see above)

Japanese

Universities: SOAS, Sheffield (in combination), Stirling: Aston and Leeds (subsidiary language)

What are the entry qualifications?

Arabic, Chinese and Japanese can be studied from scratch, but evidence of success at learning other languages is usually required, and an 'A' level in a classical or modern language is often necessary.

Offers range from AAA (Cambridge) to CC/CD (Central London Polytechnic) - but most are in the BBC/BCC bracket.

The early stages of studying these languages from scratch are very intensive - perseverance and a capacity for very hard work are prerequisites!

What time, if any, is spent abroad?

Most institutions require some period of study abroad. For students of Arabic the usual period is one year in an Arabic speaking country, although varying periods between two and six months are required by Durham, Edinburgh and Central London Polytechnic.

Nearly all students of Chinese have to spend a year, usually the second, in China.

Students of Japanese at SOAS are expected to spend a term in Japan.

Cambridge and Sheffield have no university policy about study abroad.

What are the career prospects of such courses?

A wide variety of careers is open to graduates in these languages.

Because of the strategic position of the Middle East in world affairs, and the importance of the oil industry to the world economy, opportunities for graduates in Arabic are on the increase.

Graduates in Japanese find employment with Japanese companies who have opened factories and offices in Europe - usually in the commercial and financial departments.

The recent opening-up of China to the West will no doubt provide opportunities for graduates in Chinese.

Successful students have also gone into Public Service, the Civil Service, the Diplomatic Service or Central Government; some have gone to work for the Joint Technical Language Service in Cheltenham, or for the BBC.

Some use their linguistic skills in the country whose language they have studied, but to do this it is usually necessary to add another qualification to the language degree - often a postgraduate diploma in teaching English as a foreign language.

Sunday Times 1.11.87

INTERNATIONAL BANKER CHIEF EXECUTIVE

Middle East **c US $100,000 p.a.**

A multinational banking group head officed in the United Arab Emirates requires to fill a vacancy shortly to occur at the senior most level in its fast growing Djibouti subsidiary.

The post reports directly to the subsidiary Board. The successful candidate will be a 40-45 year old lending banker who, over some 15-20 years in banking, will have gained operations experience in a fully computerised commercial baning environment handling retail trade related business, preferably including work experience in the Arab world.

A high level of fluency in spoken and written French and English is a necessity and knowledge of Arabic will be most beneficial. Well developed interpersonal skills will be required, including ability to establish and cultivate profitable business relationships.

The remuneration package under an open ended contract will include a salary of the equivalent of circa US $100,000, furnished accommodation, car a[illegible] leave with family air fares.

Applications apply with full [illegible] to:

G[illegible]

International Retail Marketing

c.£30K + car

It shouldn't surprise you to learn that BP is one of the world's three largest oil companies. But perhaps more surprising is the fact that BP Oil International is one of Europe's largest single retailers of soft drinks, confectionery and snacks.

We see the professional retailing of non-petroleum products as increasingly important to improving the performance of our retail sites and it is into this area that we are now looking to bring additional retail expertise.

The resulting appointment, although based at our World HQ in London, offers the rare opportunity to develop merchandising and buying strategies on an international scale. This you will achieve by working with our national companies throughout the world to improve their methods of controlling FMCG range and margin, exploiting to the full our recently developed DP systems.

You will be part of a growing team of retail and grocery specialists who are co-operating internationally on this major programme for improving services offered to customers at BP sites.

Your background should be a combination of line buying - at least 3 years with a multi-site retailer - and hands-on FMCG marketing experience. Education to at least graduate level is preferred, whilst another language or previous international experience would be useful.

There is potential for career development on an international scale and an initial salary of c.£30K plus company car comes with the full package of benefits you might expect from part of the BP Group.

Please send full c.v. (courier if necessary under present circumstances) to Mr. G.A. Allen, Personnel Officer, BP Oil International, Britannic House, Moor Lane, London EC2Y 9BU. Fax Number 01-638 8723.

BP is an equal opportunities employer.

BP Oil International

Sunday Times 11.9.88

Jonathan Wren

PA/JAPANESE

An experienced PA with fluent Japanese is required to work for the General Manager of a small financial company in the City.

This is a very demanding role and the successful applicant will be expected to contribute to and participate in all areas of his work.

A strong and open personality is essential as are good organisational and diplomatic skills. The salary is negotiable and the age range is open.

For further information on the above and many other opportunities please contact Dominique Green on 01-623 1266.

LONDON HONG KONG SINGAPORE SYDNEY

Jonathan Wren

Recruitment Consultants
No. 1 New Street, (off Bishopsgate), London EC2M 4TP
Telephone 01-623 1266 Fax 01-626 5258

Regional Manager – Asia Pacific

Outstanding career opportunity in white goods

$55-60K + liberal foreign service premium + benefits

This appointment results from the internal promotion of the previous Manager. It represents an excellent opportunity to operate in exciting markets with a well established US group which manufactures a wide range of top quality white goods including washing machines, refrigerators and cookers.

The extensive Asia Pacific region includes Indonesia, Singapore, Malaysia, Thailand, Taiwan, Korea and includes Australia, New Zealand and major island markets in the South Pacific. The major thrust of the Regional Manager's role is to rationalise and develop distributor and licensee arrangements for several brand names, implement market strategies and maximise sales growth potential. Frequent travel is involved.

The ideal background for the person appointed will incorporate previous white goods sales experience in the Far East, operating through distributors. A business qualification would be advantageous; preferred age range is 28-40. Commercial and entrepreneurial skills are critical and, as considerable latitude is allowed, flair, self-sufficiency and initiative are key personal qualities. Knowledge of Cantonese or Mandarin would be an asset.

The appointment is offered on a three year renewable contract; future prospects within the group could be excellent. In addition to base salary and foreign service premium, the first class benefits include accommodation, car, generous annual and mid-tour leaves with paid air fares, medical cover and education assistance.

Please write with full career details, ref. SA1238/2 to R J Wortley, MSL International, Pilgrim House, 2-6 William Street, Windsor, Berks SL4 0BA.

TAIPEI [illegible]

Independent 1.3.[illegible]

Sunday Times 13.3.[illegible]

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MEDIA / COMMUNICATION STUDIES WITH A MODERN LANGUAGE

What languages are on offer?

French and German are the languages most commonly available, with Spanish (or Hispanic Studies) and Russian running them quite close. German, Spanish and Russian may be studied at most places either *ab initio* or post 'A' level.

Other modern languages available at the occasional institution are Arabic, Celtic languages, Modern Greek, Italian, Japanese, Portuguese, Serbo-Croat and Turkish. These may be studied from scratch.

Where are such courses to be found?

Degree courses (3 or 4 years)

Universities:	Birmingham	Media and Cultural Studies, with French, German, Italian, Hispanic Studies (including Portuguese), Modern Greek or Russian (as part of the Combined Honours scheme). General Honours: one main and two subsidiary subjects from a wide choice including Media and Cultural Studies and French, German Studies, Modern Greek, Hispanic Studies. Italian, Russian; and as subsidiary subjects only: Celtic languages, Portuguese, Serbo-Croat, Turkish.
	Stirling	Film and Media Studies with French, German or Spanish.
	Ulster	Humanities Combined: Media Studies can be studied as a major, joint or minor subject with French, German, Irish or Asian Studies (Arabic or Japanese).
College of H.E: Trinity and All Saints' (with University of Leeds)		Major studies in modern languages (French, German, Spanish) with a professional course in Public Media.

HND (BTEC) Course: (2 year course)

College of H.E: Ealing	Business Studies (Media, Design and Communications), with optional modules in French, German or Spanish (Beginners, Intermediate or Advanced levels).

What are the entry qualifications?

An 'A' level in the language to be studied is normally required for French and German, and sometimes for Russian and Spanish. Some evidence of linguistic ability (e.g. an 'A' level in a language) is usually required for other languages.

Offers in the universities are usually BCC, with no particular subjects specified.

What time, if any, is spent abroad?

A period of study or a placement abroad is usually a requirement for those studying the more common

European languages. This period can vary from several weeks to a year depending upon the importance of the language component in the course.

What are the career prospects of such courses?

These courses are not vocational in nature and do not therefore ensure employment in the media. However, they can be a valuable asset for those seeking careers involving the application of modern media (film, photography, TV, radio, advertising, etc), for example, public relations, marketing, design, the broadcasting media, video and audio-visual industries, journalism, advertising, personnel work, conference and exhibition management.

The ability to communicate in a foreign language would make prospective employees attractive to a variety of media-related industries operating in the international field.

CO-PRODUCTIONS NEGOTIATORS

BBC ENTERPRISES

We are an equal opportunities employer

BBC Enterprises seeks additional member/s for a small team responsible for:

- Negotiating co-production arrangements between the BBC and British and foreign broadcasters and distributors.
- Advising and liaising with BBC Television production departments on policy and practicalities to ensure smooth running of co-productions.
- Liaising with appropriate BBC departments expert in such matters as copyright, contributor bookings etc.

You will need at least two years relevant experience, wide knowledge of the television business, including the areas of copyright and budgets and legal or business qualifications to at least degree standard. Good working knowledge of at least one foreign language will be an advantage. A lively interest in the BBC and the appeal of its programmes is essential.

Offered on a contract basis – minimum one year, maximum three years.

Salary by negotiation. Based West London.

Please phone for application form (quote ref. 7664/IP) to **Jo Marsh, Head of Personnel & Administration, on 01-576 2508.**

Independent 14.9.88

PRINTING AND PUBLISHING

Production Director Enjoy International Commercial Involvement

Are you ready to contribute to the total management of a fast expanding business? If so this exciting new role will give you scope to implement your ideas, make an immediate impact and lay the foundation for a progressive international career.

A successful publishing company, backed by a high profile International Group, we are dedicated to dominating selected financial information markets. Leading a small team, your key task will be to manage the production of our two weekly specialist magazines and a range of related publications. Co-ordinating external printing and distribution, you will be responsible for quality and speed of delivery.

Based in the City of London and enjoying the support of our enthusiastic management team, your major challenges will be to implement desk top publishing and gear up for Japanese and U.S. versions of our publications. Under 40 and familiar with multi-coloured litho, web offset and DTP, you have strong negotiation and budgetary control experience.

Attractive rewards include basic salary C. £30,000, plus profit share up to 40% of base, car and relocation assistance. Widen your horizons by writing to our consultant, Patrick Hill, Director of Aston Zoraster Limited, Chesham House, 150 Regent Street, London W1R 5FA. Telephone 01-439 6288.

Aston Zoraster INTERNATIONAL SEARCH & SELECTION

Sunday Times 11.9.88

ELT Marketing

Central Italy (Bologna)

Owing to expansion, we need to recruit an ELT Marketing Representative based in Bologna and covering Central Italy.

This is an opportunity to work for a market leader with a well-established and supported sales and marketing operation. Responsibility is to the area manager for the promotion of the Oxford English list to schools, colleges and educational institutions, the organization of workshops and seminars, the presentation of our major ELT courses to teacher audiences and the planning and mailing of publicity campaigns.

Essential requirements for the job are:-

- A good command of spoken and written Italian
- At least two years' experience of EFL teaching or publishing
- presentation skills, energy, enthusiasm and efficient management of your time
- a current full driving licence

Experience of working in Italy and/or in marketing would be very useful. Likely age 25–32.

Interviews are planned for 11/12 January 1989 in Oxford.

The salary will depend on experience and qualifications and a car will be provided. Please write enclosing your c.v. to: Mr D.C. Moody, UK Personnel Director, Oxford University Press, Walton Street, Oxford OX2 6DP.

Oxford University Press

Independent 23.12.88

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HOTEL AND CATERING MANAGEMENT, TRAVEL AND TOURISM WITH A MODERN LANGUAGE

What languages are on offer?

All the courses mentioned here offer French, either as a compulsory or optional component for all, or usually part, of the course. German is also available on all the university courses, with Italian, Spanish and Russian possible options at Strathclyde. Huddersfield and Oxford Polytechnics can offer German, Italian and Spanish, in addition to French; and the colleges of education mentioned offer French, German and Spanish.

Some courses allow the study of two languages as an option.

The languages are offered at beginners', post 'O'/GCSE or post 'A'/ 'AS' levels, depending on the course, and the aim of the language component is normally to teach enough practical language skills to be useful in the relevant professional and social situations.

Where are such courses to be found?

Degree courses (3 or 4 years)

Universities:	Strathclyde	Hotel and Catering Management
	Surrey	Hotel and Catering Management
	Ulster	Catering Administration, Hotel and Tourism Management
Polytechnics:	Middlesex	Hotel and Catering Administration
	Oxford	(Business, Catering, Tourism and Language options are available as part of a modular scheme)

HND courses (usually 3 years)

Polytechnics:	Bristol	Business and Finance (Tourism)
	Huddersfield	Hotel, Catering and Institutional Management
Colleges of HE:	Dorset	Business Studies (Tourism), Catering and Hotel Management
	Ealing	Business Studies (Travel & Tourism), Hotel, Catering and Institutional Management

What are the entry qualifications?

'A' level grades in the range BB/BCC-CCD will normally be required for entry to a degree course, with no particular specified subject. The language component is only a minor one, so an 'A' level in the language is not absolutely necessary, although some institutions would prefer an 'A' level, or at least a good 'O' level/GCSE pass.

The BTEC HND courses usually require two 'A' level passes, but sometimes one may be enough - depending on your experience and motivation.

What time, if any, is spent abroad?

You can expect vocational courses of this nature to have an industrial/commercial placement, and often two. This can be abroad, or in the UK, depending upon the institution and an individual student's wishes.

What are the career prospects of such courses?

They provide a professional education for students intending to work in Hotel, Catering, Tourism and related industries. Successful graduates and diplomates find employment both at home and abroad, and normally at management level, with travel agencies, tour operators, transport organisations and in the hotel and catering trade and public sector tourism.

Profesionales de ventas

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Tonbridge

MSL International

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Sunday Times 15.3.88

Export Director £30,000+

Food from Britain

The Government and Industry sponsored organisation for the marketing of British food and drink at home and abroad

This new position is being established to reflect the great opportunities to expand Britain's food and drink exports, currently approaching £5 billion per annum.

Food from Britain, established by the Minister for Agriculture, Fisheries and Food in 1983, has offices in France, Germany, Benelux and the USA. The Managers of these offices are involved in identifying market opportunities, assisting British exporters and organising promotions for British products. For example, over 30,000 store promotion days were achieved in 1987.

Special focus is placed on other key markets and area committees have been set up for the rest of the world. Food from Britain will be the organiser of British Food Pavilions in 14 major food and drink exhibitions throughout the world in 1988.

The approach of the single European market in 1992 gives even further opportunities for export development in what will effectively be a "domestic" market of 320 million people.

Applicants should write in the strictest confidence to the Chairman, Food from Britain.

They should have considerable experience of exporting, preferably within the food and drink industry, and a preparedness to travel extensively. Ability to speak foreign languages desirable.

Food from Britain,
301-344 Market Towers
New Covent Garden Market
London SW8 5NQ

Sunday Times 6.3.88

ORGANISATEUR DE VOYAGES

Specialise sur la France recherche jeune diplômé(e) bilingue anglais/francais.
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- exécution des contrats
- traduction anglais/francais

Si vous êtes enthousiaste, dynamique, et avez de l'initiative, veuillez nous envoyer votre c.v. avec photo ainsi que des details sur votre salaire actuel et celui souhaité.

LAGRANGE UK LTD
16-20 New Broadway, Ealing, London W5 2XA

Independent 5.1.89

RESERVATIONS SUPERVISOR WITH EUROPEAN LANGUAGES

£15,000

Major International Hotel Group seeks an experienced Reservations Agent with supervisory experience to join their London Headquarters.

01-839 3385

CLC Language Services & Co
6 Buckingham Street, London, WC2N 6BU

Observer 6.3.88

BEST COPY AVAILABLE

ACCOUNTANCY, FINANCE OR BANKING WITH A MODERN LANGUAGE

What languages are on offer?

The most common languages on offer are French and German, although Italian, Russian, Spanish and Arabic are available at a few institutions. The study of two languages, French and German, is possible at Dundee University in the Accountancy and European Studies course; and at three universities (see below). Accountancy may be taken with Modern Languages, namely two languages, one at major, one at minor/subsidiary level; less common languages, like Arabic, Dutch, Portuguese or Swedish can be studied at minor level.

Where are such courses to be found?

Degree courses (mainly 4 years)

Accountancy/Accounting with French
Universities: Bangor, Newcastle, Stirling
Polytechnics: City, Oxford (both modular)

Accountancy/Accounting with German
Universities: Bangor, Newcastle, Stirling
Polytechnics: City, Oxford (both modular)

Accountancy/Accounting with Italian
Polytechnic: Oxford (modular)

Accountancy/Accounting with Spanish
Universities: Newcastle, Stirling
Polytechnic: Oxford (modular)

Accounting with Russian
University: Bangor

Accountancy with European Studies
University: Dundee

Accounting/Accountancy with Modern Languages
Universities: Bangor, Salford, Southampton

Accounting/Finance with French, German or Italian
University: Lancaster

Accounting/Finance/Financial Services with French, German or Spanish
Polytechnic: Bristol

Banking with French, German or Russian
University: Bangor

Banking/Insurance with Modern Languages
University: Bangor

What are the entry qualifications?

A course in Accountancy involves a significant amount of Mathematics, Statistics and Computing, so evidence of mathematical ability is required; an 'O' level/GCSE is often sufficient, but those with an 'A' level

would perhaps be happier on the course. In some cases an 'A' level in a mathematical subject is mandatory. Prospective students with only an 'O' level/GCSE may be asked to take a mathematics aptitude test at the time of their interview.

An 'A' level in the language to be studied is usually required for courses involving the more common languages, and an 'A' level in any modern language is generally required for entry to courses including a language less commonly taught in schools/colleges.

What time, if any, is spent abroad?

Students on these courses can expect to spend a year abroad (or two periods of about 6 months each if they are studying two languages to the same level) either in approved accountancy-related employment or following a course in a foreign university or business school.

What are the career prospects of such courses?

It is possible to make a career in accountancy without first getting a degree, but the demand for accountancy graduates is strong and graduates tend to progress more quickly into their subsequent careers. Depending on the course units that a successful graduate has completed, a degree in accountancy gives significant exemptions from the initial examinations of the various professional accountancy bodies.

Many graduates train as chartered accountants, others go on directly to careers in finance or computing in industry, the commercial world or in local government, for example. On a general level, the degree provides a good foundation for a career in business.

The added qualification in a language provides excellent prospects of employment both in the UK and in Europe.

GRADUATE OPPORTUNITIES IN FINANCE

MBAs CORPORATE FINANCE
CROYDON Up to £30K

TECHNICAL ANALYST
W1 £10K
Good honours degree in business studies/economics. Working for independent financial market forecasters.

INTERNATIONAL BOND DEALERS
CITY £10K
Fluent French and/or German for data analyst position.

STATISTICAN
CROYDON £13K
MSc Statistics, or good first degree and relevant work experience.

CUSTOMER SUPPORT REPRESENTATIVE
CITY £8,750
Interest in on-line financial information systems.

EMPLOYEE BENEFITS RESEARCH
W. SUSSEX £11K
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Please ring Sue Turner for more details.

ACCOUNTANCY APPOINTMENTS
7 PRINCES STREET, W.1. 01-629 7262

Independent 11.2.88

...synchrotron radiation source to ...France. We seek a

PAY OFFICER

to be responsible for the preparation of the pay for ESRF staff, elaboration and updating of files on personnel, management of documentation relating to pay (overtime, bonuses, etc.), distribution and filing of documents relating to personnel management, and support to new staff (in particular non-French).

The candidate should have at least two years' experience in pay management and must have familiarity with computerised systems. The working language is English. French and English languages capabilities are mandatory.

Gross annual salary from 110-130 KFF depending on qualifications and experience with, in addition, a monthly family supplement. For non-French staff, there will be added an expatriation allowance (calculated on the basis of family situation), a settling-in allowance and an adaptation allowance (paid once).

Your Curriculum Vitae should be sent in English or French by 16 Sept 1988 to:

ESRF
Personnel Office / Ref. 22.88
B.P. 220
F 38043 GRENOBLE CEDEX FRANCE

Times 25.8.88

CORPORATE FINANCE

James Capel's successful London based Corporate Finance Department is recruiting a number of experienced executives. These will be key appointments for candidates seeking increased responsibility in:

- **Domestic Corporate Finance**
- **European and International mergers and acquisitions**

Applicants should be graduates and possess one to four years' Corporate Finance experience with a major merchant bank, stockbroker, industrial group or accountancy practice. Ideally they will also have an accountancy, law or M.B.A. qualification. In addition for the European appointments, relevant language expertise is essential and candidates should have cross border mergers and acquisitions experience. Remuneration will be according to experience and will be attractive to high calibre applicants.

Applications will be treated in the strictest confidence and should be sent, together with a C.V. to: Rodney Lonsdale, Head of Personnel, James Capel & Co., 6 Bevis Marks, London EC3 7JQ.

James Capel

Sunday Times 25.9.88

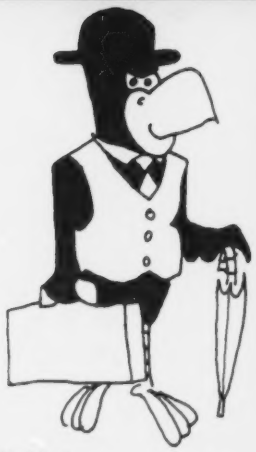
Une société Americaine avec très bons bénéfices et en pleine expansion cherche pour sa filiale **Suisse-Francaise** un

Directeur Financier

à
£75.000

Le candidat choisi devra avoir une solide expérience dans toutes les domaines de la finance, y compris "cost accounting". Il devra s'exprimer facilement dans les langues Francaises et Anglaises. Pour postuler très confidentiellement, appelez le **49-69-721649** de **9:00 à 18:00 heures** même **ce dimanche** ou envoyez votre c.v. indicant votre salaire à notre consultant: F.F.M., Forschung fur Management GmbH, Gruneburgweg 95, 6000 Frankfurt 1, West-Germany.

Sunday Times 6.3.88



BUSINESS, MANAGEMENT AND MARKETING WITH A FOREIGN LANGUAGE

What languages are on offer?

French, followed closely by German, is the language most commonly on offer. Spanish is available in a significant number of institutions, and Italian and Russian figure fairly often. In some universities you can study Arabic, Chinese, Czech, Gaelic, Japanese, Polish, Portuguese or Welsh together with Business or Management, and some institutions provide for the study of two languages.

Where are such courses to be found?

Degree courses (usually 4 years)

Management Science/Studies

Universities: Bath, Bradford, Durham, Glasgow, Keele, Kent, Leeds, Reading, St Andrews, Stirling, Swansea, UMIST
Polytechnic: Teesside

Business Studies

Universities: East Anglia, Edinburgh, Hull, Sheffield, Stirling, Swansea, Ulster, Warwick
Polytechnics: Bristol, Hatfield, Leeds, Leicester, Manchester, Middlesex, N E London, Plymouth, Sheffield, Sunderland, Thames, Trent, Wolverhampton
Colleges of HE: Dorset, Ealing, Glasgow, Nene

Business Administration

Universities: Aberystwyth, Aston, Belfast, Loughborough
Polytechnic: Oxford (modular)

European Business Studies/Administration

Polytechnics: Middlesex, N E London, Trent
Colleges of HE: Buckinghamshire, Nene

International Business

Universities: Aston, Heriot-Watt
Polytechnic: Sheffield

Marketing/International Marketing

Universities: Lancaster, Salford, Stirling
Polytechnic: Thames

Commerce

University: Birmingham
College of HE: Glasgow

DipHE Course (2 years full-time/3 years part-time)

Business Studies

Polytechnic: N E London

HND Courses (usually 3 years)

Business Studies

Polytechnics: Central London, City, Lancashire, Leicester, Manchester, Newcastle, N E London, North Staffs, Plymouth, Portsmouth, Sheffield, South Bank, Sunderland, Teesside, Thames, Trent, Wales, Wolverhampton
Colleges of HE: Buckinghamshire, Derbyshire, Ealing, Glasgow (SHND), La Sainte Union

Business and Finance

Polytechnics: Bristol, Huddersfield
College of HE: Nene

International Marketing

Polytechnic: Bristol

Diploma Courses

Business Studies

Polytechnics: Leeds, Wales

What are the entry qualifications?

A good 'A' level in the language(s) to be studied is usually required for the degree courses, although Spanish, Italian and Russian may often be studied from 'O' level/GCSE or even from scratch. Languages not commonly taught in schools/colleges may usually be taken from scratch although evidence of linguistic ability (for example an 'A' or 'AS' level in a language) is preferred, and often required.

No previous knowledge of Business, Management or Marketing is needed, but a good 'O' level/GCSE (at least) in Mathematics is usually required.

Courses of this type have become very popular and entry is competitive.

Offers in the region of BBB-BCD are usually required for university courses, and BCC-CD for polytechnic degree courses. The highest requirement for entry to degree courses by colleges of higher education is likely to be CCC. Offers for HND courses are usually in the range CC-EE.

What time, if any, is spent abroad?

Most courses include a period of time abroad, often a whole academic year, and students learning two languages are usually expected to spend six months in each country. The time will be spent in a work placement or at a foreign business school.

Often the work done on a foreign educational institution can lead to the award of a foreign qualification. The degree course in European Business Administration at Middlesex Polytechnic, for example, is a joint enterprise with Business/Management schools in France, Germany and Spain, and leads to a dual award - a British degree and a French or German or Spanish equivalent.

What are the career prospects of such courses?

Graduates from these courses have a good record of obtaining employment after qualification, sometimes with transnationally-operating British companies, or with Continental firms, and subsequent career mobility is often rapid.

Graduates find work in marketing, finance and accounting, as well as in personnel management, production management and general management. Some may start their own business.

The study of a language in combination with business and management training brings a special blend of business skills, linguistic expertise and cultural awareness which can prove a particular asset to both British and foreign companies operating in a multinational market.

European Sales And Marketing Manager

Business Communications
North West London, £48,000 OTE, Car, Benefits

The principal activities of this US based group are the world-wide sales of business communication services. Group turnover is in excess of 40m U.S.D. and the European Division is well established and successful. The position reports to the President and Chief Operating Officer based in the US and is a senior member of the UK management team. The job holder will be required to devise and implement comprehensive sales and marketing strategies through both its own and agency sales forces. Additionally the incumbent will personally develop new business and maintain close contact with major customers. Graduate calibre candidates, aged 28-40, must have sound sales management experience in a professionally run company within the [illegible] environment or computer industries. They will be self starters with an entrepreneurial personality to make an impact motivational, negotiating and marketing skills necessary to succeed in this dynamic environment. A working knowledge of either French or German would be an advantage. Career prospects are excellent and the package includes [illegible] stock option scheme plus usual benefits.

R.K.J. Cotton, **Hoggett Bowers plc,** *1/2 Hanover Street,*
LONDON, *W1R 9WB.* **01-734 6852, Fax: 01-734 [illegible]**

Sunday Times 11.9.88

Independent 7.9.8

BUSINESS RESEARCH ANALYS

Reporting to the Director we need a self-motivated individual w is literate and articulate with a sound understanding manufacturing industry in the small medium sized sector. Dutie will include:

- Monitoring and necessary follow-up action on National E and International legislation, restrictions and other impediments to free trade
- A working knowledge of tariffs, quotas, National and International Customs procedures, trade documentation and commodity contracts desirable
- Preparing state of trade and other market reports, including certain statistical information

We are seeking someone with a logical and enquiring mind preferably a graduate, envisaged age range 25-30. Familiarity with computer based information systems and a knowledge of another European language would be an asset. Interview likely to take place first week in October.

Please send a CV to: The Directo[illegible]
Leather Trade House
NORTHAMPTON Nn[illegible]

[illegible]ather Confederation
[illegible]d, Moulton Park.

Scope to advance to corporate appointment in the development of world-wide mergers, acquisitions and joint venture strategy.

EUROPEAN BUSINESS DEVELOPMENT MANAGER

FRENCH AND/OR GERMAN SPEAKING

CJA

WESTERN HOME CO[illegible]TIES — **PACKAGE £35,000–£50,000 +**

LEADING INTERNATIONAL COM[illegible]SOURCING MARKET[illegible]IMAGING PRODUCTS AND TECHNOLOGY

We invite applications from finance, law or business graduates, likely to be aged 28–40, who must have had at least 4 years' post qualification experience. Your strong commercial background must have included: at least 2 years' senior marketing exposure in tough and highly competitive consumer markets, plus actually running a business as well as 12 months or more being personally responsible for creative merger, acquisition ar[illegible] venture activities. The selected candidate will report to and work closely with the Chief Executive – Europe as the full time m[illegible] small business development project team consisting of board members and senior executives. Besides being responsib[illegible] or contribution to the group's organic growth and development of new core growth opportunities, the selected ap[illegible]sponsible for the group's acquisition programme in Europe. Regular European travel should be expe[illegible]preneurial and commercial flair tempered by the skills of obtaining and interpreting financial ana[illegible] to assess a company's value from a number of different angles. Initial negotiable remur[illegible]re to attract the right person) by way of high basic salary and incentives related to[illegible]nsion, free life assurance, free family medical scheme and[illegible]nder reference EBDM4631 ST to[illegible]n either 01-638 4313 or JA by[illegible]ice with

Sunday Times 25.9.88

Sunday Times 25.9

Graduate Opportunities.....

MARKETING ANALYST

West London · c£12½k · Car

To provide the Marketing Manager with accurate up-to-the-minute marketing information analysis, segmentation, trends, feedback, etc. Also to develop and formulate an extensive database, initially using external agencies and systems for eventual incorporation into the company's own advanced facilities.

You'll probably be a post graduate, maybe direct from university, perhaps fluent in a second European language, and looking to launch your career within a progressive Marketing Department.

In regard to both of these positions reply as soon as possible to: **Mrs Debbie Collier,** [illegible]
Recruitment, Bourton Grange, [illegible]
SN6 8HZ. **Telephone (0793) 7830[illegible]**

AJD · R[illegible]

Exe[illegible]

THE ZARAK PARTNERSHIP
RECRUITMENT CONSULTANTS

INTERNATIONAL MARKETING WITH LANGUAGES
£10,500

Assist two executives involved on the marketing side of this International Publishing organisation. Provide all-round secretarial admin back-up and learn how an International Marketing department runs. Any European language useful plus good Audio typing skills. Phone Monika Wueschner

01-486 6951
a unique European opportunity

Independent 8.3.88

Export Sales Manager

Babycare products
to £27,000
+ executive car + benefits

Our client is a small, fast-growing, marketing-led manufacturer of disposable clothing, supplying industrial products via an international chain of distributors and niche consumer products to all the main DIY superstores. With a successful track record in launching branded products for specialist needs, they are about to invest heavily in a new and unique babycare product.

Reporting to the Marketing Director and based in the North, you will spearhead the launch of the new product into Europe. You will also have distributor responsibility for the existing product ranges.

Aged 30-40, you must be able to demonstrate up-to-date success with large European multiple retailers, ideally in the grocery or chemist sectors. You may also have gained wider commercial experience from working in a marketing role and will be able to conduct business in French and preferably German.

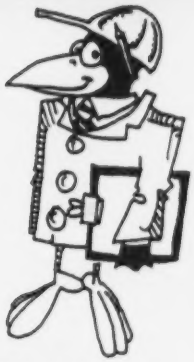
Most of all, you will be a confident, self-sufficient individual, used to working away from base for long periods.

To attract the right person the company is offering an excellent remuneration package, including salary and bonus, of up to £27,000, a fully-expensed company car, contributory pension and other benefits, including relocation assistance where necessary.

Success in this position could lead to further progression.

To apply, please send a comprehensive cv, indicating salary details, or request an application form from Andrew Holmes,
Ref: 2638/TAH/ST, PA Personnel Services,
13-19 St Paul's Street, Leeds LS1 2JG.
Tel: 0532 424220.

Sunday Times 25.9.88



ENGINEERING AND A MODERN LANGUAGE

What languages are on offer?

French or German are the languages most commonly available. Russian or Spanish are on offer at some institutions. In some cases the language may be studied from scratch, although evidence of some level of linguistic aptitude is required (i.e. an 'O' level/ GCSE pass in a foreign language). The nature of the language component varies greatly from course to course, ranging from some courses where a large proportion of the technical work is done in the foreign language, to others where the language component is relatively small and virtually separate from the Engineering course.

Where are such courses to be found?

Degree courses (usually 3 or 4 years):

Universities:	Bath	Mechanical, Aeronautical, Manufacturing, Systems or Thermal Power Engineering with **French or German**
	Keele	Electronic Engineering with **German or Russian**
	Salford	Electronic Engineering with European Studies (**German** only on offer at present)
	Sussex	Electrical, Electronic or Control Engineering or Power Electronics with European Studies (**French or German**)
Polytechnics:	Coventry	Combined Engineering Studies with **French, German or Spanish** European Engineering Studies (**French, German or Spanish** compulsory throughout the course)
	Hatfield	Manufacturing Systems Engineering with **French or German**
	Plymouth	Civil or Communication Engineering with **French, German or Spanish**
	Portsmouth	Engineering and Engineering Systems with **French or German**

HND course:

Polytechnic:	Plymouth	Mechanical Engineering with **French, German or Spanish**

Other Language/Engineering opportunities:

Because of the growing need for engineers who are able to communicate effectively with their colleagues in other countries, there are increasing opportunities for undergraduates to study a foreign language as part of an 'ordinary' Engineering degree. Such opportunities are not always advertised in the prospectus of undergraduate courses. Here are four examples in the universities:

Cambridge	Production Engineering students have **German** incorporated into their timetable during their final (4th) year. Some students might choose to do their final project in Germany.
Essex	Students on the Electronic Engineering course can study **French and German** in the 2nd and 3rd years of their three-year course. After that, on the basis of their linguistic and engineering competence they can be selected to spend one year following advanced and specialised courses at a university in either France or

Germany, followed by a one-year industrially orientated project at a university in the other country. Successful students thus receive an M.Sc. together with a European diploma signed by all three universities.

Southampton — A few Civil Engineering students (on average four a year) are offered the opportunity of spending their 4th year studying at the *Ecole Nationale des Ponts et Chaussées* in Paris thus obtaining a *Maitrise Scientifique* in addition to the M.Eng. Those selected follow a preparatory **French** course in their 3rd year.

Surrey — Language and Engineering scholarships: **French or German** may be studied with Civil, Mechanical, Chemical & Process, Electrical & Electronic Engineering or Materials Science.

What are the entry qualifications?

'A' level passes in Mathematics and Physics are normally required for entry to a degree course in Engineering, although provision is now made for those students who have not done these subjects at school/college (see below 'The non-science applicant'). Sometimes no more than an 'O' level/GCSE pass in a foreign language is required, although an 'A' or 'AS' level in the language to be studied would be a distinct advantage. Typical offers will normally be in the range BBC/CCC for university courses to about four or five points at some polytechnics.

The non-science applicant

Because of the demand for graduate engineers, conversion courses designed for those who have studied arts, biological or social sciences at 'A' level are now available. Mathematics and preferably Physics are required at 'O' level/GCSE.

These courses, offered at a number of universities, last longer (four or five years) providing an introductory year which gives a grounding in Mathematics and Physical Science.

In the polytechnics there are one-year Higher Introductory Technology and Engineering Conversion Courses (HITECC) intended as foundations for Engineering and Technology degrees or higher diploma courses.

What time, if any, is spent abroad?

Most courses include a period spent abroad, either working in European industry or studying at a partner institution.

What are the career prospects of such courses?

Engineering skills are increasingly in demand in this technological age and a higher percentage of new graduate engineers go straight into employment than in most other disciplines. Engineering, however, is an international field; engineers who can express themselves clearly in written and spoken French or German, for example, who can talk about engineering to their foreign counterparts in Europe and who know something of the way of life of the people in those countries are better prepared for the reality of working in this international field.

Sunday Times 11.9.88

Exceptional Production Managers
(with real growth potential)

W. London
Up to £25K · car · very attractive benefits

Our client is a UK division of a major successful multi-national corporation which enjoys an excellent reputation for the quality of its products worldwide. A substantial strengthening of the manufacturing team is underway and this means that a number of exceptionally able Production Managers are now being sought.

In a technically complex high quality mass production environment the Production Manager will assume complete responsibility for a Production Department on shift, which will ultimately include the Engineering and Inspection functions.

Successful candidates for these highly challenging roles, which offer appreciable career opportunity will be aged up to 30, will have an engineering or science degree and will be proven Line managers, with experience gained in production on technically complex processes, or have a technical background, and be currently responsible for production in an f.m.c.g. company. Shift experience would be highly desirable and a decided asset would be fluency in a European language.

If you feel you closely match the criteria sensed, please write in strict confidence, enclosing a comprehensive C.V. (including current salary and benefits) to:

Tony Bridges (Ref SPM 808) Dirk Degenhart & Partners Limited, Management Search & Selection, Swan Centre, Fishers Lane London W4 1RX. Tel: 01-995 1331 (daytime), 06285 22972 (evenings Fax: 01 994 9288

Specialist Engineers/ Designers

Norway

recognised as a leading offshore engineering and management contractor, HBG ...re seeking experienced and professional engineers and designers to work on new ...Norway. All the vacancies below are staff positions based in Oslo.
...nvited from qualified engineers/designers who can offer a wide design experienc...
...to fill staff positions in the following disciplines:

	Ref No		
...eers	1	Living Quarters Architects	Ref
...igners	2	Piping Engineers	
...eers	3	Piping Designers	
...ners	4	Quality Assurance Engineers	1
	5	Metallurgists	12
...eers	6	Telecoms Engineers	13
...ers	7	Telecoms Designers	14
	8	Document Control	15
	9	Cost Control	16
			17
			18

...of these excellent opportunities, please send a detailed CV (quoting ...ing a daytime telephone number if possible to: Ivan Eastlait, Recruitment ...Chestergate House, 253 Vauxhall Bridge Road, London SW1V 1HD.

ENGINEERING

Telegraph 12.1.89

Sunday Times 13.3.88

EUROPEAN MARKETING MANAGER - SUPER ALLOYS

Executive Car
£25/30k

Our client is a world leader in the highly specialised super alloys field. Their international success is based on a firm commitment to research, development and production of alloys of nickel and cobalt. Additionally, the company provides a technical and market development facility primarily in the aerospace and chemical process industries.

The company has a European base in the North West of England (re... where customers and distributors are serviced.

Now as a result of corporate developments a European Marketing ... Manager is being sought. Responsible to the Vice President - Europe (... successful candidate will be necessary to develop an understanding of the ... undertaken. It will be necessary to develop an understanding of the ... distribution network, key customers and main areas of opportunity b... current and new applications. Distribution action plans, stocking ... sales budgets all come within the sphere of operation as does ... encouraging their concentration and efforts in favour of the produc... range.

Liaison, technical assistance to customers and the co-ordination ... exchange of information internationally, together with organising ... technical meetings in Europe, provide attractive additional aspects ... role.

Candidates will ideally be aged 30-40, have an engineering ... metallurgical or chemical engineering background with a ... commercial awareness and the ability to oversee sales and mark... personnel both within the company and its distributors.

Candidates must be prepared for extensive travelling in Euro... the USA and linguistic ability, French, German or Italian would ... advantage. The executive employment package on offer is competiti... you would expect from an appointment of this stature and incl... assistance with relocation if appropriate.

Please write now with c.v. and full salary details to: Paul M...

THE MAWDSL... CONSULTAN...

...Centre, The Green, Eccleston, Chorley, L...

LAW AND A MODERN LANGUAGE

What languages are on offer?

Most courses are combinations of Law and either French or German, but there are a few courses with other European languages (Italian, Spanish, Portuguese, Russian...) or with Asian or African languages.

Where are such courses to be found?

Degree courses (mainly 4 years)

Law with **French**

Universities:	Aberdeen, Birmingham, Cardiff, Essex, Exeter, Keele, Kent, Leicester, King's London, LSE, Surrey*, Sussex, Warwick
Polytechnics:	Bristol, City (modular), Lancashire, Leicester, Manchester, Oxford (modular)
College of HE:	Ealing (BA Applied Languages (Europe))

Law with **German**

Universities:	Aberdeen, Cardiff, East Anglia, Exeter, Keele, Kent, King's London, LSE, Surrey*, Sussex, Warwick
Polytechnics:	Bristol, City (modular), Lancashire, Leicester, Oxford (modular)
College of HE:	Ealing (BA Applied Languages (Europe))

Law with **other languages**

Universities:

Cardiff	(Italian, Spanish)
Kent	(Spanish)
Surrey*	(Russian)
Sussex	(Italian, Russian)
SOAS	(Arabic, Chinese, Japanese, Modern Hebrew, and a wide range of other Oriental and African languages)

Polytechnics:

Bristol	(Spanish)
Oxford	(Italian, Spanish) (modular)

* The course at Surrey is called Linguistics and International Relations. The degree with a Law option is a qualifying Law Degree.

Dip HE courses (2 years)

The standard of a DipHE course is equivalent to the first two years of a degree programme, and upon successful completion of a DipHE course it may be possible, with further study, to end up with a degree or professional qualification. Non graduates can, with further study, become solicitors (but may not gain entry to the Bar).

Polytechnics:

Middlesex	(French, German, Spanish)
Wolverhampton	(French, Spanish)

What are the entry qualifications?

Entry to these courses is competitive, often more so than for a straight Law degree course. An 'A' level in the language to be studied is required for courses including French and German, and usually for other European languages; an 'A' level in any modern language is generally required for entry to courses including an exotic language.

There is no 'A' level subject which is essential for the student who intends to read Law.

Typical offers will normally be in the range AAA-BCC for the degree courses, and BC/CCC for DipHE courses.

What time, if any, is spent abroad?

Most courses include a year abroad, spent usually in the Law department of a foreign university, and often leading to the award of a foreign diploma (e.g. *Diplôme des Etudes Juridiques*) or certificate in addition to the British law degree. At King's College, London, the English and French Law course includes two years at a French university leading to the award of a *Maitrise* in addition to the LLB, so that the successful student can proceed to professional qualifications in the UK or in France.

What are the career prospects of such courses?

As well as being a preparation for a career in one of the branches of the legal profession, a Law course provides a good background of factual knowledge, intellectual ability and critical acumen. Successful Law students have gone on to careers with the Civil Service, the Armed Forces, in Business, Accountancy, Banking, Insurance, Social Work and so on. Graduates in Law and a Modern Language are attractive to City firms and International Institutions (e.g. the EEC). They also pursue careers in industry and commerce where they can exploit their linguistic expertise and area knowledge. There is also a buoyant demand for legal translators, particularly in the European Community.

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Observer 14.2.88

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Hand deliveries or Faxes will also be accepted.

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THE LAW SOCIETY

Times 13.9.88

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A MODERN LANGUAGE WITH A SCIENCE SUBJECT

What languages are on offer?

The languages most commonly on offer with a Science subject are French, German and Russian. Italian and Spanish are also on offer; as well as Arabic, Czech, Hebrew, Welsh, Gaelic and Irish at the occasional institution.

Where are such courses to be found?

Degree courses (usually 4 years)

Universities:
Chemistry with French- Aston, Keele, Sussex*, UMIST
with German- Aberdeen, Aston, Keele, Queen Mary College London, Sussex*
with other languages- Keele (Russian), Sussex* (Spanish)
Biochemistry- Keele (French, Russian), Sussex* (French, German, Spanish)
Biology- Aston (German), Keele (German, Russian), Sussex* (French, German, Spanish)
Electronics- Keele (German, Russian)
Geology- Keele (French, Russian)
Mathematics with French- Aston, Birmingham, Glasgow, Liverpool, Queen Mary College London, Sussex*
with German- Birmingham, Queen Mary College London, Sussex*
with Russian- Birmingham, Glasgow, Keele, Leeds, Queen Mary College London, Sussex*
with other languages- Birmingham (Italian), Glasgow (Celtic, Italian), Queen Mary College London (Spanish), Sussex* (Italian, Spanish)
Pure Mathematics- Aberystwyth (French, German, Irish, Italian, Spanish, Welsh)
Cardiff (French, German, Italian, Welsh), UMIST (French, German)
Mathematics and Statistics- Sussex* (French, German, Italian, Russian, Spanish)
Microbiology with French or German- Heriot-Watt
Physics with French- Aston, Sussex*, UMIST
with German- Aston, Keele, Sussex*
with other languages- Sussex* (Italian, Russian, Spanish)
Psychology with French- Aston, Glasgow, Keele, St. Andrews
with German- Glasgow, Keele
with European Studies- Dundee, Exeter
with other languages- Glasgow (Arabic, Celtic, Czech, Hebrew), Keele (Russian)

* At Sussex the language is taught as part of a European Studies course which includes the study of European economics and society

Polytechnics:
Biology with French or German- North East London
Chemistry with German- Kingston

Sciences can be studied together with modern languages as part of Combined Studies, Humanities or Modular degree schemes:

Biology- City of London, Coventry, Lancashire, North East London, Oxford
Chemistry- City of London, Coventry, Lancashire, Oxford
Geology- Oxford

Mathematics- City of London, Coventry, Hatfield, Lancashire, Oxford, Trent
Microelectronics- Oxford
Physics- City of London, Lancashire, Oxford
Psychology- City of London, Lancashire, Oxford, Sunderland, Wolverhampton
Statistics- City of London

Colleges of Higher Education:
Biology- Derbyshire
Mathematics- Derbyshire
Psychology- Ealing, Roehampton
(All as part of Combined Studies or Humanities programmes)

What are the entry qualifications?

In many of these courses the emphasis is on the Science component. It is therefore necessary to have a good pass at 'A' level in an appropriate Science subject, as well as in the language to be studied (or, in the case of a language not commonly taught in schools, an 'A' level or at least an 'O' level GCSE, in another language). The grades demanded are high in the universities - usually between BB/BBC and CCC - and roughly CCD to DD in the polytechnics. It may be possible to gain entry to a college of higher education with DE or EE.

What time, if any, is spent abroad?

Because of the foreign language component in these courses, they last 4 years instead of 3, which takes account of a year spent abroad. Very few do not include this period to be spent in a country where the language of study is spoken. Nearly always the time is spent either teaching in a school, or as a student at a foreign university.

What are the career prospects of such courses?

Graduates from these joint courses have a wider range of opportunities open to them because they can choose between a career using their scientific expertise or their linguistic proficiency. The study of a language and a scientific subject can lead to employment in various branches of firms and organisations specialising in the technical or scientific field and who conduct much of their business abroad. Successful graduates have entered careers in production management, technical sales, information services or scientific research. In those courses where a significant proportion of the scientific subject is approached through the foreign language, the highly specialised level of language acquired is a unique preparation for careers in technical translation.

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For further details and an application form please contact Stuart McLean (quoting Ref. No. QS 999), Austin Knight Selection, 183 St Vincent Street, Glasgow G2 5QD on 041 226 4242 during office hours or 041 638 0690 after 7 pm and at weekends.
scintron
Sunday Times 14.2.88

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The successful applicant will take responsibility for the development and implementation of business and marketing plans for his assigned product groups within the defined area liaising with the Company's Regional Managers based overseas and their U.S. headquarters. The job will involve the provision of certain marketing and technical services to the area. Sixty to ninety days overseas travel is anticipated per year.
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PER Management Selection
Sunday Times 25.9.88

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EUROPEAN STUDIES / FOREIGN LANGUAGE(S) WITH POLITICS OR INTERNATIONAL RELATIONS

What languages are on offer?

The most common languages on offer are French and German; Spanish, Russian and Italian are also available at some places. Less commonly studied languages can be studied with Politics at the following universities: Birmingham (Modern Greek), East Anglia (Scandinavian languages), Glasgow (Czech, Polish, Arabic), Leeds (Chinese), SOAS (Chinese, Japanese, Arabic and several other exotic languages), Sheffield (Japanese), St. Andrews (Arabic), Southampton (Spanish, Portuguese and Latin American Studies); at Leeds Polytechnic Dutch and Portuguese can be studied (as well as French, German, Italian and Spanish) as part of the European Languages and Institutions course.

There are a very few European Studies courses which do not contain the study of a language. All the courses mentioned below do, and some involve the study of more than one.

Where are such courses to be found?

Degree Courses (mainly 4 years)

European Studies

Universities: Aberystwyth, Bath, Bradford, Cardiff, Dundee, Edinburgh, Hull, Kent, Loughborough, Queen Mary College London, Sheffield, Sussex

Polytechnics: Leeds (European Languages and Institutions), Lancashire (Combined Studies), North London, North Staffordshire, Trent, Wolverhampton

Colleges of H.E: Ealing, La Sainte Union

Politics and Language(s)

Universities: Aberdeen, Aberystwyth, Belfast, Birmingham, Bristol, Cardiff, Durham, East Anglia, Edinburgh, Glasgow, Keele, Lancaster, Leeds, Leicester, Newcastle, Queen Mary College London, Reading, SOAS, Sheffield, Southampton, Swansea, Warwick; Aston (Society and Government)

Polytechnics: Bristol, City (modular), Coventry (Modern Studies), Huddersfield (Humanities), Kingston, Lancashire (Combined Studies/Humanities), Newcastle, North Staffordshire (Modern Studies), Oxford (modular), South Bank, Sunderland (Combined Studies), Trent (Humanities), Wolverhampton (Humanities)

International Relations/Studies and language(s)

Universities: Aberdeen, Kent, Reading, St. Andrews

DipHE Course (2 years full-time/3 years part-time)

European Studies

College of H.E: La Sainte Union

What are the entry qualifications?

A good 'A' level pass in the language(s) to be studied is usually required, although Spanish, Italian and Russian may often be studied from 'O' level/GCSE or even from scratch. Languages not commonly taught in schools/colleges may usually be taken from scratch, although evidence of linguistic ability (for example an 'A' level in a language) is preferred, and often required.

No previous knowledge of Politics, International Relations, etc is needed

Offers for university courses are generally in the BBB/BCC range. The highest requirement by polytechnics and colleges of higher education is likely to be CCC.

What time, if any, is spent abroad?

Most courses include a period of time abroad. The European Studies courses, in particular, usually include a year spent either at university in the country whose language is being studied or as an Assistant in a school. Students who choose to major in two languages would normally spend two five/six month periods in each of the two countries.

What are the career prospects of such courses?

Although it does not train you for a specific career, a degree in European Studies or Politics/International Relations and modern language(s) provides an excellent basis for careers where graduates can exploit their language proficiency and area knowledge. Successful graduates have gained employment in a number of fields: business management, marketing, domestic and international banking, journalism and the media, publishing, library work, teaching, central and local government, the civil and diplomatic services, tourism... Often these careers involve residence or extensive travel abroad. Some graduates gain employment with international organisations or multi-national companies. After further training many graduates find jobs in accountancy, the law, or interpreting and translating.

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Sunday Times 18.9.88

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COMPUTING / INFORMATION SYSTEMS WITH A MODERN LANGUAGE

What languages are on offer?

The languages most commonly on offer are French or German, but there are also quite a few courses offering Italian, Russian or Spanish. Two languages are available in combination with Computer Science at Keele and Southampton Universities, and at Bristol Polytechnic two languages are studied in parallel in the first five terms of the Modern Languages and Information Studies degree course. African and Caribbean Studies, Arabic, Czech, Hebrew, Modern Greek, Gaelic and Welsh are on offer with Computing at the occasional university.

Where are such courses to be found?

Degree Courses (mainly 4 years)

Computing/Computing Science with French

Universities: Aston, Birmingham, Bristol, Buckingham, Cardiff, Glasgow, Keele, Kent, Newcastle, Royal Holloway & Bedford New College

Polytechnics: City (modular), Hatfield (Humanities), Lancashire (Combined Studies), North Staffordshire, Oxford (modular), Sunderland*

Computing/Computing Science with German

Universities: Aston, Birmingham, Bristol, Cardiff, Keele, Kent, Newcastle
Polytechnics: City (modular), Hatfield (Humanities), Lancashire (Combined Studies), North Staffordshire, Oxford (modular), Sunderland*

*Business Computing with French or German

Computing/Computing Science with other languages

Universities: Birmingham (Italian, Russian, Hispanic Studies, Modern Greek)
Bristol (Italian, Russian, Spanish)
Cardiff (Italian, Welsh)
Glasgow (Russian, Arabic, Czech, Hebrew, Gaelic)
Keele (Russian)
Kent (Italian, African & Caribbean Studies)
Newcastle (Spanish)

Polytechnics: Hatfield (Spanish (modular))
Oxford (Italian, Spanish (modular))

Computing/Computer Science with two languages:

Universities: Keele (two from French, German, Russian)
Southampton (two from French, German, Russian)

Polytechnics: It may be possible to do two languages as part of a modular/combined studies course.

Computing/Computer Science with Linguistics

Universities: Lancaster, Leeds

Information Systems with a modern language

Polytechnics: Bristol (French, German, Spanish)
North Staffordshire (French, German)

European Management Science with Computing

University: Kent (French, German)

What are the entry qualifications?

Entry to these courses is competitive. University offers range from BBC-BCD/CCC. An 'A' level in the language to be studied is normally required for courses including French and German, although it may be possible to gain entry with a good GCSE pass in the occasional polytechnic. An 'A' level in Spanish is normally required from the universities; other European languages and the more exotic ones may usually be taken *ab initio*, but an 'A' or 'AS' level, or sometimes a good GCSE, in any modern foreign language is required as evidence of linguistic ability.

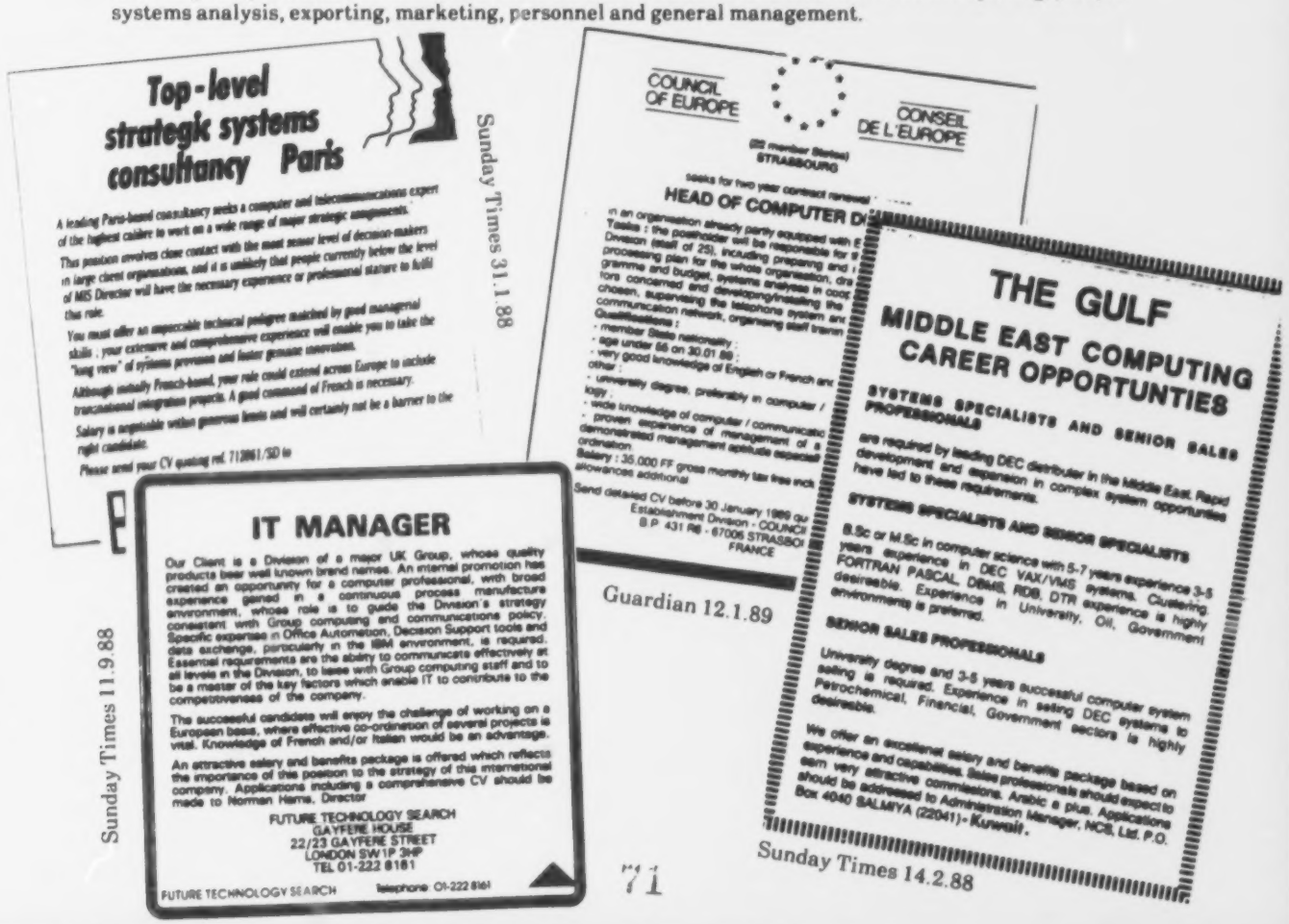
A pass at GCSE in Mathematics (usually at grade B or better) is required, too, and for the more scientifically orientated Computing courses an 'A' level in Mathematics or Computer Studies is preferred.

What time, if any, is spent abroad?

Most courses include a period of study abroad, spent usually in a computing environment in the country of the language being studied. Occasionally the period abroad is spent at a foreign university. The placement varies from a few months to a year, depending on the institution.

What are the career prospects of such courses?

Graduates with a good Computer Science degree are much in demand, the number of vacancies for graduates still much exceeding the demand. The additional expertise in foreign language(s) which such courses afford means that successful graduates can seek employment both in the UK and abroad, with international firms and agencies which use computers or which produce hardware and/or software, with software consultancies, with large corporations and banks or with Government research institutions. There are openings, too, in systems analysis, exporting, marketing, personnel and general management.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Sunday Times 31.1.88
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LONDON SW1P 3HP
TEL 01-222 8161
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Telephone 01-222 8161
Sunday Times 11.9.88
THE GULF
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Sunday Times 14.2.88

SECRETARIAL * STUDIES WITH A MODERN LANGUAGE

* Secretarial courses have changed significantly over recent years and course titles reflect this change. They may be called 'Office Communication and Languages', 'Office Information Technology', 'Foreign Languages for Business', for example. Some courses contain elements of European politics, economics and sociology. It is advisable to read prospectuses carefully to ascertain precise course content.

What languages are on offer?

All but one of the institutions mentioned offer French. German and Spanish are available in the majority of institutions, and Italian and Russian in a significant number, as well. Welsh is available as part of a post 'A' level diploma course at the Polytechnic of Wales. Many courses offer the possibility of learning to operate in a business context in more than one language.

Where are such courses to be found?

Degree courses (3 or 4 years)

University: Ulster
Polytechnics: City, Lancashire, Newcastle, Oxford, Wolverhampton

DipHE courses (2 years)

Polytechnics: City, Lancashire, Wolverhampton

Post 'A' level diploma courses (1 or 2 years)

Polytechnics: Central London, City, Lancashire, Leeds, Teesside, Wales, Wolverhampton

Colleges of HE: Buckinghamshire, Cambridgeshire, Ealing, Essex, Glasgow, Thurrock, West London Institute

Colleges of Further Education:

There are quite a few FE colleges which offer bilingual secretarial courses. We are not listing them here since most of them recruit locally.

What are the entry qualifications?

For degree and DipHE courses an 'A' level in the language to be studied is usually required; a GCSE in Spanish is often acceptable, and it may be studied *ab initio* at some institutions, particularly as the second or third language. Italian and Russian may be studied *ab initio*. Offers are likely to be in the range CC-EE.

For post 'A' level diploma courses one, or more often two, 'A' levels are required. An 'A' level in French, and often German, and sometimes Spanish, is required for the study of those languages, but others may usually be done from scratch. An 'A' level in Welsh is needed for the Diploma course at the Polytechnic of Wales.

What time, if any, is spent abroad?

A placement abroad is not always an integral part of these courses, but arrangements can often be made if students would like to spend some time working in the country whose language they are studying. Where it is compulsory to spend some time abroad this usually involves a placement in a business context of between five months and a year.

What are the career prospects of such courses?

These courses are a far cry from shorthand and typewriting courses. They involve these skills, of course, in English and the foreign language, but they also contain many elements of computing and business courses - keyboarding, microcomputing applications, information systems, business procedures and operations, organisational behaviour...They prepare students for positions of responsibility as private secretaries or personal assistants where proficiency in one or more foreign languages is an advantage. In addition to such posts, successful graduates and diplomates go into management with national and international organisations, they go into foreign banks, publishing companies, airline companies, embassies or the Foreign Office.

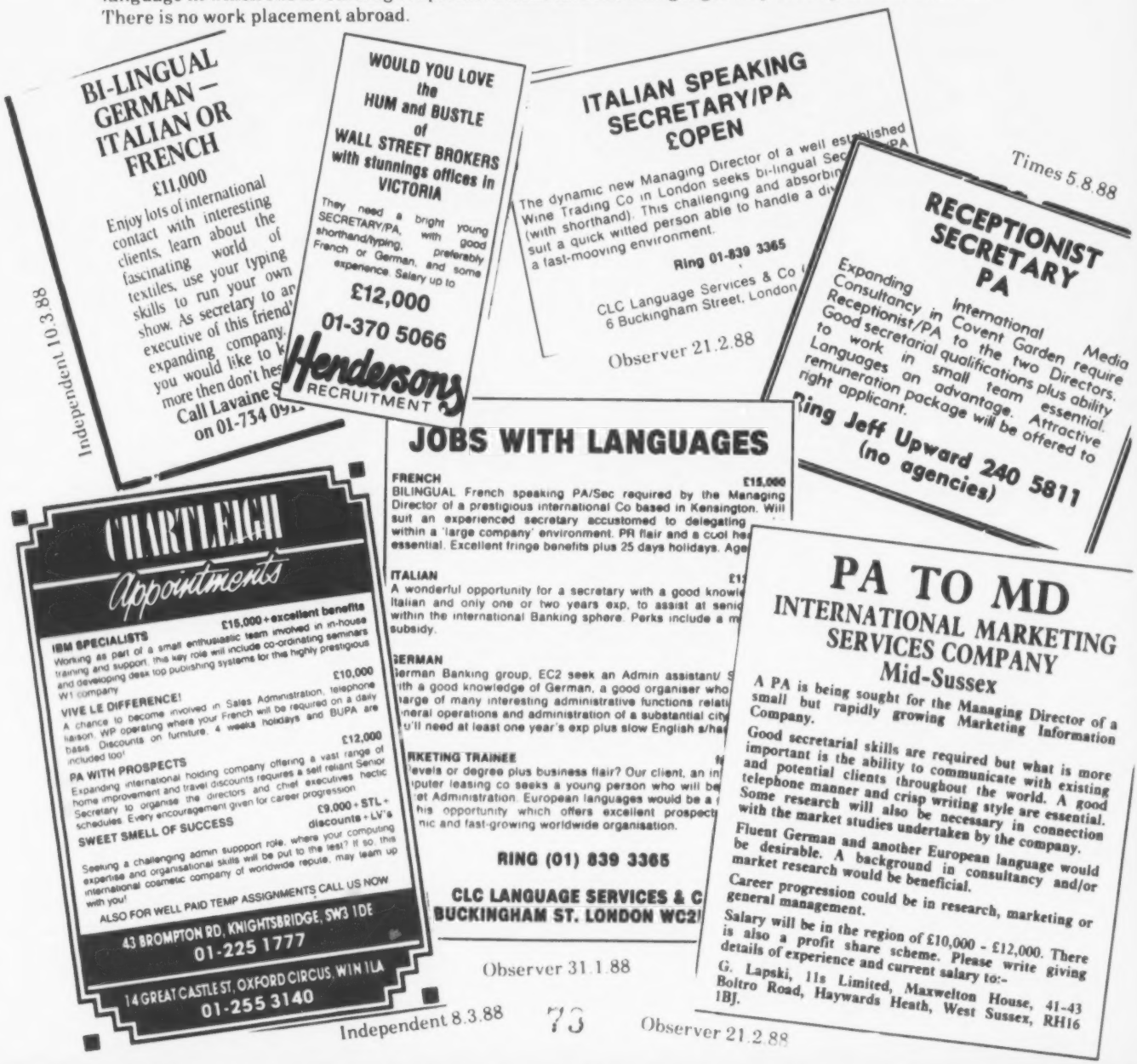
Postgraduate courses

The following institutions run postgraduate secretarial courses with one or more foreign languages varying in length from two terms to one year:

Polytechnics: Bristol, Central London, City, Lancashire, Leeds, Newcastle

Colleges of HE: Derbyshire, Ealing

The languages available are usually French, German and Spanish. Italian, Portuguese and Dutch are available at the occasional institution. The entry requirement is a degree, usually, but not always, in the language in which one is learning to operate. Second and third languages may usually be done *ab initio*. There is no work placement abroad.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Observer 21.2.88
Times 5.8.88
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Observer 31.1.88
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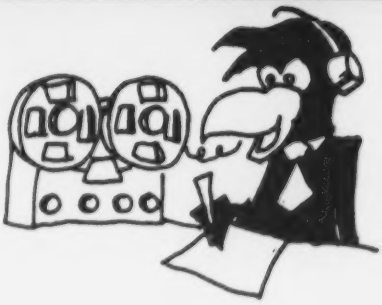
A chance to become involved in Sales Administration, telephone liaison, WP operating where your French will be required on a daily basis. Discounts on furniture, 4 weeks holidays and BUPA are included too!
PA WITH PROSPECTS £12,000
Expanding international holding company offering a vast range of home improvement and travel discounts requires a self reliant Senior Secretary to organise the directors and chief executives hectic schedules. Every encouragement given for career progression
SWEET SMELL OF SUCCESS £9,000 + STL + discounts + LV's
Seeking a challenging admin support role, where your computing expertise and organisational skills will be put to the test? If so, this international cosmetic company of worldwide repute, may team up with you!
ALSO FOR WELL PAID TEMP ASSIGNMENTS CALL US NOW
43 BROMPTON RD, KNIGHTSBRIDGE, SW3 1DE
01-225 1777
14 GREAT CASTLE ST, OXFORD CIRCUS, W1N 1LA
01-255 3140
Independent 8.3.88
PA TO MD
INTERNATIONAL MARKETING SERVICES COMPANY
Mid-Sussex
A PA is being sought for the Managing Director of a small but rapidly growing Marketing Information Company.
Good secretarial skills are required but what is more important is the ability to communicate with existing and potential clients throughout the world. A good telephone manner and crisp writing style are essential. Some research will also be necessary in connection with the market studies undertaken by the company.
Fluent German and another European language would be desirable. A background in consultancy and/or market research would be beneficial.
Career progression could be in research, marketing or general management.
Salary will be in the region of £10,000 - £12,000. There is also a profit share scheme. Please write giving details of experience and current salary to:-
G. Lapski, 11s Limited, Maxwelton House, 41-43 Boltro Road, Haywards Heath, West Sussex, RH16 1BJ.
Observer 21.2.88



APPLIED LANGUAGE(S), INTERPRETING AND TRANSLATING, AND LINGUISTICS AND MODERN LANGUAGE(S)

What languages are on offer?

All institutions which teach such courses offer French and German with the exception of University College, London and Nottingham which do not offer French, and SOAS which, of course, does not offer European languages. SOAS offers an enormous range of Oriental and African languages in combination with Linguistics, including Arabic, Chinese, Japanese, Hindi and Urdu. Chinese is also on offer at Leeds and York, Japanese at Sheffield and Arabic at Edinburgh and Leeds. Russian and Spanish are on offer, either post 'A' level or *ab initio*, at a fair number of institutions, and Italian may also be taken from scratch at some universities; East Anglia offers Danish, Norwegian and Swedish, and University College, London, offers Dutch. Bangor teaches Welsh, and Edinburgh offers Celtic. In addition, these and other less common languages are taught as subsidiary subjects or as short courses in many institutions if you choose an applied language or linguistics course.

Where are such courses to be found?

Degree courses (mainly 4 years)

Universities: Applied Languages - Ulster

Interpreting and Translating - East Anglia, Heriot-Watt

Linguistics* and Modern Language(s) - Bangor, East Anglia, Edinburgh, Essex, Exeter, Lancaster, Leeds, Manchester, Nottingham, Reading, SOAS, Sheffield, Sussex, University College London, York

Computational Linguistics & Modern Language(s) - Essex, UMIST, Sussex

Linguistics & Artificial Intelligence - Edinburgh

Polytechnics: Applied Languages - Brighton

Linguistics and Modern Language(s) - Linguistics can be studied as an option, together with one or two European Languages at Hatfield (Combined Studies or Humanities), Lancashire (Combined Studies)

Information Science & German or Russian - Leeds

College of H.E. : Applied Languages - Ealing (Applied Language Studies, or Applied Language Europe which leads to the triple award of BA (Hons), a French *Maitrise* and a German *Diplom*).

DipHE Course (2 years full-time, 3 years part-time)

At North East London Polytechnic Linguistics, French and German may be chosen from a very wide range of options as part of a multi-subject DipHE.

* Many Modern Language degree courses contain some study of Linguistics. These are not mentioned here. We have only included those courses where the study of Linguistics forms a substantial or major component.

What are the entry qualifications?

Offers from universities are usually in the range of BBC-CCC, and CC-CCD in other institutions. An 'A' level in French or German is specified for the study of those subjects. This is often the case with Spanish, but most other languages may be studied from scratch, although evidence of linguistic ability (an 'A' level in another language) is normally required.

What time, if any, is spent abroad?

Four-year courses involving a European language normally include six months to a year abroad, often spent studying at a foreign university or similar institution. Courses involving the study of two languages usually require a further period in the second country.

The Applied Language Europe course at Ealing is studied jointly at Ealing and at a French and a German university.

Those studying exotic languages may also spend a period of time in the foreign country.

What are the career prospects of such courses?

A degree in linguistics qualifies the student for all careers normally open to Arts or Social Science graduates. However, a language and linguistics degree is rather more vocationally orientated and can be of specific relevance to a career in speech therapy or teaching (either foreign languages or teaching English as a foreign language) after the graduate has completed further training. Those courses which contain computational aspects are of particular relevance in the current technological climate to a variety of careers in business, computing, market research, publishing, for example. Those who have done more highly specialised courses in interpreting and translating or computational linguistics can look for jobs in specialised translating, technical writing, lexicography, computer assisted translation or artificial intelligence.

Interpreting jobs require an exceptionally high level of language proficiency and usually fluency in more than one language is required. We have mentioned two university courses which contain interpreting as a major component, but another route to becoming an interpreter is to obtain a postgraduate diploma in interpreting (see below Postgraduate courses).

The proficiency in one or more foreign languages which comes from following one of these courses is a great asset and is of relevance to any career involving communication. It is not unusual for graduates to obtain their first post with a company or organisation abroad.

Postgraduate courses

Although we have rarely mentioned postgraduate possibilities elsewhere in these course sheets, it is perhaps relevant to make an exception here in the case of these courses in interpreting and translating which are all at the Polytechnic of Central London:

Postgraduate Diploma in Conference Interpretation Techniques
- six months full-time. Arabic, Danish, Dutch, French, German, Modern Greek, Italian, Portuguese, Russian, Spanish.

Postgraduate Diploma in Arabic/English Translation Studies
- one year full-time.

Postgraduate Diploma in Technical and Specialised Translation (incorporating the Diploma in Legal Translation)
- one year full-time. Two major languages from French, German, Italian, Russian and Spanish and one or two subsidiary languages from Czech, Danish, Dutch, German (post 'A' level), Modern Greek, Italian, Portuguese and Swedish.

These courses can lead to careers in conference interpreting, and translating with, for example the EEC, UNO or multinational firms.

Entry requirements are high - normally a degree in the language(s) to be studied, an entry test and an interview.

European Sales

OTE £40K no upper limit + Car + Benefits

To enhance the European leasing operation we are seeking a young ambitious individual with proven sales skills, to sell into Northern Europe. Candidates must be fluent in German and preferably one other European language. Computer knowledge is preferred but not essential as training will be given.

If you are looking to move to a dynamic and professional organisation that offers both stability and exceptional career opportunities, please ring Barbara Alen between 3.00pm and 6.00pm today on **(0672) 810542** or on Reading **(0734) 509441** within normal office hours.

MCL

McCOURT CONSULTANTS LTD

Computer Recruitment Consultancy

66-68 St. Mary's Butts, Reading, Berkshire RG1 2LG

St George's House, 12a St. George Street, Hanover Square, London W1R 9DE

Sunday Times 31.1.88

BUSINESS RESEARCH ANALYST

Reporting to the Director we need a self-motivated individual who is literate and articulate with a sound understanding of manufacturing industry in the small medium sized sector. Duties will include:

*Monitoring and necessary follow-up action on National, EC and International legislation, restrictions and other impediments to free trade

*A working knowledge of tariffs, quotas, National and International Customs procedures, trade documentation and commodity contracts desirable

*Preparing state of trade and other market reports, including certain statistical information

We are seeking someone with a logical and enquiring mind, preferably a graduate, envisaged age range 25-30. Familiarity with computer based information systems and a knowledge of another European language would be an asset. Interview likely to take place first week in October.

Please send a CV to: The Director, British Leather Confederation, Leather Trade House, Kings Park Road, Moulton Park, NORTHAMPTON NN3 1JD. Tel: 0604 494131, Fax: 0604 48220.

Independent 15.9.88

INTERNATIONAL BANKING

£15,000

This major international bank, with prestigious offices in the City, would like to recruit a senior secretary.

Reporting to the Executive Director you will use your excellent organisational skills to help him to run a busy department.

Supervising other secretaries, arranging cover and organising workloads together with administration of the Word Processing system, will ensure that your day is a truly varied and interesting one.

To make the most of this involving position you will have a good knowledge of the French language and previous senior level experience.

Skills: 100/60
Age: 23 -28

City Office
01-726 8491

ANGELA MORTIMER

Times 25.8.88

THE PERFORMING RIGHT SOCIETY

An association of Composers, Authors and Publishers of music

require a

FOREIGN RELATIONS ASSISTANT/TRANSLATOR

c.£11,750 to start

To undertake the advanced translation work of the Society in French, German and preferably at least one other Western European language, in addition the successful applicant will assist the Foreign Relations Representative in her administrative tasks which include correspondence with affiliated overseas societies, dealing with foreign visitors to the Society, assisting in the organisation of international meetings held in this country and liaising arrangements for the foreign travel and ~~accommodation for management trips abroad.~~

Applicants should have a degree or equivalent in French plus German. Spanish would be an ideal third language. Basic typing skills are also required, including preferably some word processor experience. Benefits include staff restaurant, S.T.L., L.V.'s, Pension Scheme, bonus and Mortgage Subsidy (after a qualifying period)

Applications in writing enclosing full career details to:- Karen Robertson, Personnel Officer, The Performing Right Society Ltd., 29/33 Berners Street, London W1P 4AA.

The Performing Right Society Limited

PRS

Times 25.8.88

EXPORT SALES SPECIALIST

Fluent in German, with a background in capital equipment

At least £25,000 + car **Monotype International, Redhill**

Management theorists may argue about the most effective approach to a company's development, but all export sales specialists will agree that the company whose product leads the market will always offer most scope for the exciting and rewarding exercise of their particular skills. Product led growth has been the hallmark of Monotype International's progress over the past five years. The group's sector reputation extends throughout this century, and now the company has seized upon the technologies of the eighties to develop products which have left the competition breathless and increased turnover sevenfold to £22 million. Export sales account for over 80% of this business, but there are still markets where it is set to make an impact, so there is plenty of potential for further growth. Essentially computer-driven high tech equipment, the products offer enormous breadth of application across industry and commerce. Recent reorganisation has created an opportunity for an export specialist, a linguist comfortable with computer-related technology, to spearhead the drive eastwards across Europe. With a basic salary of £18,500, a commission structure that should ensure another £6,000 - £7,000 for satisfactory performance and a target that could take that figure to £10,000, the remuneration package has been tailored to attract the best. Please send full career details quoting reference WE8020, to Terry Ward at Ward Executive Limited, 34 York Street, Twickenham, Middlesex TW1 3LJ. 01-755 2031.

WARD EXECUTIVE

LIMITED

Executive Search & Selection

Sunday Times 15.5.8

FOREIGN AND COMMONWEALTH OFFICE

INTERPRETER (RUSSIAN)

DIPLOMATIC SERVICE

to work in the Research Department (Soviet Section) of the Foreign and Commonwealth Office in London, providing consecutive interpretation from and into Russian for FCO and other government departments at conferences and negotiations up to and including the highest level, and contributing to FCO's research output on Soviet affairs.

You must be a British citizen, have exceptional fluency in Russian, a sound understanding of the Soviet Union and its political, economic and social system, and a proven aptitude for high-level interpreting work, and be prepared to undertake intensive interpreting and other training as necessary after appointment. You should preferably have a relevant degree with first or second class honours or an equivalent or higher qualification and/or relevant experience.

Salary as Research Officer £9,340-£12,615, as Senior Research Officer £13,080-£16,155, plus an allowance for interpreting duties. Level of appointment and starting salary according to qualifications and experience. Promotion prospects.

For further details and an application form (to be returned by 7 March 1988) write to: Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone (the service operates outside office hours). Please quote ref: D/7467.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITY EMPLOYER

Independent 11.2.88

MANNESMANN DEMAG

zählt zu den international führenden Unternehmen im Maschinen- und Anlagenbau. Unsere Produkte haben aufgrund ihres hohen technischen Standards einen ausgezeichneten Ruf mit einer zukunftsweisenden Strategie wollen wir auf dem Erreichten aufbeuen und weiter wachsen.

Für unsere Abteilung Übersetzungsdienste suchen wir

Fachübersetzer/Dolmetscher

mit Muttersprache Englisch und einer Zweitsprache

Das interessante Aufgabengebiet umfaßt hauptsächlich das eigenverantwortliche Übersetzen deutschsprachiger Texte in den Bereichen Angebotswesen, technische Dokumentation, Druckschriften, Fachartikel und Pressemitteilungen in druckreifes britisches Englisch.

Entsprechend Ihren Fähigkeiten werden Sie als Dolmetscher bei Gesprächen, Verhandlungen und Tagungen eingesetzt.

Sie besitzen das Übersetzer- oder Dolmetscher-Diplom einer Universität bzw. entsprechende Erfahrung als Übersetzer, technisches Verständnis sowie die Bereitschaft, sich in ein effizientes Übersetzerteam zu integrieren.

Wenn Sie an dieser Aufgabenstellung interessiert sind, senden Sie bitte Ihre vollständige Bewerbung an:

Mannesmann Demag Hüttentechnik
Metallgewinnung
Personalabteilung 6591.1
Wolfgang-Reuter-Platz, 4100 Duisburg 1
Germany

Mannesmann baut Maschinen und Anlagen, fertigt Investitionsgüter der Elektrotechnik und Elektronik, produziert Komponenten für die Kraftfahrzeugindustrie, stellt Rohre her und handelt mit eigenen und fremden Erzeugnissen – weltweit.

mannesmann technologie

Sunday Times 22.1.88

Generale Bank, Belgium's leading bank, is seeking a

TRANSLATOR

DUTIES:

for its Translation Department

Translation from French & Dutch into English (mainly economic and financial texts).

REQUIREMENTS:

- ☐ English mother tongue
- ☐ degree in modern languages
- ☐ perfect command of French
- ☐ good passive knowledge of Dutch
- ☐ some previous translation experience,
- ☐ preferably in economics and finance

Applications with curriculum vitae should be sent to

Generale Bank
Centre de Sélection (K/30)
Montagne du Parc 3
1000 Brussels
Belgium

Sunday Times 18.9.88

YOUNG SALES EXECUTIVE – SPANISH SPEAKING

Candidates should be aged 25 plus with a recognised business qualification supported by sales and/or marketing experience, preferably gained in the cleaning chemicals field. Fluency in English is vital, as is a sound grasp of the German language.

. Germany is a key market – and we will be making major investments there over the coming years. Fluency in German is required as well as the appropriate mix of skills and experience.

excellent communication and organisational skills are essential, while the ability to converse in a foreign language is preferred.

Le (la) candidat(e) devrait avoir une solide expérience commerciale, parler couramment le français et être autorisé(e) à travailler en France.

You will have a university degree or professional equivalent and be fluent in at least one foreign language, ideally Spanish.

Benelux: *based Amsterdam*

In this important growth area we need people with experience of the design, project management and implementation of corporate networks or EDI and X400 systems, plus fluency in one of the local languages.

Well established profitable Management Consultancy with offices in Switzerland and Germany now has an outstanding opportunity for a second partner for their UK Operations based in London

Aggresive Italian Company, medium sized, based in Milan, is looking for

EXPORT GENERAL MANAGER

for the English speaking Countries.

Portugal & Spain

Exceptional opportunity for dynamic and experienced marketing professional, with general management experience, to join a highly regarded and fast developing British public company and to contribute direcly towards its development in Portugal and Spain.

Applicants over 40, certainly fluent in French, will probably be graduates or professionally qualified. The remuneration package will be generous reflecting the importance of the role.

EXPORT SALES MANAGER

C£24k plus Bonus plus Exec. Car

Extensive European Travel

Our client, a private company, is established as a leading manufacturer and supplier of a bespoke range of products for the vehicle body building industry. Its impressive record of profitable growth has been achieved, essentially, within the U.K. The advent of the Single European Market constitutes a superb opportunity which the company is fully committed to exploiting.

Reporting to the M.D., your initial remit will be to establish and target an agency based sales network throughout Western Europe. Aged 26-40 years, an engineering background and fluency in English plus two other European languages are essential. You will be used to extensive foreign travel in order to achieve your record of success for sales of capital goods.

The benefits package includes an open ended bonus scheme and a high profile car. Success will constitute a major contribution, and result in commensurate reward and the opportunity for a world wide brief. Relocation within the U.K. is available but unlikely to be necessary.

Please forward a comprehensive C.V. including current salary details to:

Peter Flood, PMF Executive Selection, Clifton Chambers, 17/18 Clifton Street, Cardiff CF2 1PX.

EXECUTIVE SELECTION

Telegraph 12.1.89

THE TIMES HIGHER EDUCATION SUPPLEMENT
and
THE TIMES LITERARY SUPPLEMENT
require a
SALES EXECUTIVE

The successful applicant will be part of a small specialist group dealing with classified and display advertisement sales on both papers and should be self-motivated, well educated (languages, especially German or Italian an advantage) and articulate. Some experience of selling would be an advantage, preferably in publishing or an allied business.

In addition to a salary in the range of £9,000-£12,466 the Company offers 6 weeks holiday, membership of BUPA, Luncheon Vouchers and the use of a company car. Apply with full CV to Christopher Lorne, The Times Supplements, Priory House, St. John's Lane, London EC1M 4BX.

Sunday Times 6.3.88

Independent 14.9.88

Independent RC Boys Boarding School: 13-18
Teacher of French required for September 1988 to teach throughout the school. An ability to teach 1st year GCSE German an advantage.

Times Ed Supp 2.9.88

CARRERAS LATHANE
RECRUITMENT CONSULTANTS

'88 GRADUATES

DO YOU SEE YOURSELF AS A FUTURE PUBLISHER?

If you talk to today's publishers in the magazine and newspaper world you'll learn that almost all of them started their career in the ad sales department of a publishing company.

As the leading recruitment consultancy in this field, we can introduce you to top publishing companies, well recognised throughout the industry for their excellent training and prospects. You'll learn to sell to clients and ad agencies both on the 'phone and face to face. Degree discipline or experience is not important - what is is your ability to convince, your determination and your ambition.

To find out more call Fiona Osman or Rachelle Tamman

4 GOLDEN SQUARE LONDON W1R 3AE

01-439 9634

GRADUATE SALES

Central London

O.T.E. £12 - £15,000

Satellite Business Systems is one of London's leading suppliers of Rank Xerox, IBM and Wang office products and services.

We are looking for five graduates (from any discipline) to join our sales team in Central London. You should be self-motivated, have sound analytical and numerical skills and enjoy the challenge of generating new business and developing professional working relationships with customers. Excellent communications skills and a commitment to sales are therefore essential.

Comprehensive training will be given by Rank Xerox during the initial three month training period, and our ongoing commitment to product and skills training will ensure that your level of success will be directly related to your drive and commitment.

Please write or telephone for an appointment to Mr Nicky Cherry, Satellite Business Systems Limited, Satellite House, 332 Goswell Road, London EC1V 7LQ

01-278 3366

PERSONAL PROFESSIONAL SERVICE

Independent 14.9.88

A good honours graduate is required for either January or September 1989 to teach French (throughout the School to University entrance) and either Spanish or Russian (Fourth form and above).

Times Ed Supp 2.9.88

BEST COPY AVAILABLE

Alternative examinations

The variety of examinations and certification available nowadays can be confusing. This information is intended to guide you through the main features of the various qualifications and to indicate what is involved in studying for them.

The forms of certification divide broadly into two main groups. On the one hand those which are examined by formal examination or test at the end of the course and on the other those which involve a form of coursework or on-going assessment scheme.

Within this structure the individual schemes lay varying emphasis on the different skills. You will notice that the relative importance of, for example, the oral test, can vary considerably. In some schemes the written form of the language is not assessed or is of little significance. It is worth taking a close look at what is available and choosing the scheme which suits you best.

'AS' levels
'AS' levels are designed for full-time 'A' level students, but anyone may take them. They are intended to broaden the post 16+ (sixth form) curriculum by enabling students to continue with non-specialist subjects and to show achievements over a broader range of interests in 'A'/'AS' combinations. They will be of the same intellectual standard, but on a reduced subject content.

Examinations of the Institute of Linguists
(24a Highbury Grove, London N5 2EA. Tel: 01-359 7445)

The Institute is introducing a completely new set of examinations which are gradually replacing all the former tests.

The new examinations are on five levels, Preliminary, General and Advanced Certificates and the Intermediate Diploma and Diploma.

The first two levels test only reading, listening and oral skills. All assessment is based on real situations using authentic materials. There is no grading, all results are on a pass/fail basis.

The advanced and intermediate tests are modular in design. The Intermediate comprising one module and the Advanced five, of which three must be tested in order to gain accreditation. These modules vary in terms of the language skills they require and they can be taken in any order or combination. They may be taken in any combination within a five year period of each other.

The Diploma also comprises five modules, of which three must be tested, as well as a separate background paper. There is a free choice as to which modules are selected.

These new examinations are available from 1990. At the two lower levels in: English, French, German, Italian, Spanish, Dutch, Danish, Russian, Swedish, Portuguese, Greek, Chinese, Japanese, Arabic, Bengali, Gujurati, Hindi, Panjabi and Urdu. At the three higher levels the same languages are available with the exception of the five languages of the Indian subcontinent.
(See also Fact Sheet 5)

The Royal Society of Arts
(8 John Adam Street, London WC2 6EZ. Tel: 01-930 5115)

The examinations of the Royal Society of Arts are offered in French, German, Spanish and Italian at four levels. The examinations are based on communicative tasks. Each level represents approximately 60-70 hours of study of the language.

The syllabus covers social conversation, tourist survival, correspondence with friends and transactional correspondence such as at the hotel or travel agency. At level four only the use of the foreign language for general study purposes is included.

Although the skills of reading, writing, speaking and listening are covered, level one includes no writing in the foreign language and this skill is optional at level two. All four skills are included at levels three and four. Dictionaries are permitted for the reading test.

The oral tests cover a range of conversational tasks at each level. Students are asked to initiate and respond to conversation involving a variety of social functions based on a particular situation or some stimulus material.

The candidate receives a profile of performance in each of the skill areas. Each skill is graded A to E and a certificate is awarded to those candidates who achieve a minimum of C in all of the compulsory skill areas. *(See also Fact Sheet 6)*

London Chamber of Commerce Examinations Board
(Marlow House, Station Road, Sidcup, Kent DA15 7BJ. Tel: 01-302 0261)

The London Chamber of Commerce and Industry offer a series of examinations designed to meet the needs of people who need their languages in the world of business and commerce. The examinations test oral, speaking and listening skills and are offered at four levels: Preliminary, Threshold, Intermediate, and Advanced.

The test is administered by a local examiner appointed by the Chamber. The test can take place at any time convenient to the teacher and student and agreed with the examiner.

The test at all levels involves a series of tasks. At Preliminary level, general conversation is involved around basic topics such as meetings and greetings. At Threshold level, the candidate is given some stimulus material and some related listening material and set tasks based on these. At Intermediate level, the candidate listens to a tape and answers questions and is also questioned on two business letters. At Advanced level, there is also a tape with questions but in addition some reading material and also a prepared talk on a specialist topic.

Students are assessed on the basis of their performance during the test and awarded a pass, credit or distinction.

Certificate of Achievement at an Intermediate/Supplementary Level - University of York Language Materials Development Unit
(Details from: LMDU, King's Manor, Exhibition Square, York YO1 2EP. Tel: 0904-27844)

The examination is offered in French and German. The syllabus, examination and teaching materials are intended for students who wish to continue their study of French or German after the age of sixteen and need a language course to be of practical and general usefulness. They are intended for students who are reasonably proficient in the language but who wish to specialise in other areas.

The syllabus is based on an analysis of how to establish and improve students' communicative base prior to their pursuing academic objectives, and the syllabus has clearly limited objectives.

The syllabus content is in eight parts:

1. Extensive listening
2. Intensive listening
3. Extensive reading
4. Intensive reading
5. Written expression
6. Using the telephone
7. Coping with problems
8. Participation in discussion

Known as the LASER (Languages at School for Employment and Recreation) project.

BTEC qualifications
(Business and Technician Education Council BTEC, Centre House, Upper Woburn Place, London WC1H OHH. Tel: 01-388 3288)

BTEC have been involved for many years in the design of language programmes which are integrated with other areas of study. For adults involved in any form of part-time study the Council exists to advance the quality and availability of work-related education for those in, or preparing for, employment. There are four main levels of BTEC qualification: First, National, Higher National and Continuing Education.

LANGUAGE. Language components of courses range from beginners to advanced. For adults involved, the Continuing Education Certificate offers a flexible form of assessment.

Foreign Languages at Work scheme
(Details from the LCC, above)

The FLAW scheme was set up in 1982 in order to respond to the needs of the student aged 16+ who wishes to continue studying languages but not in a specialist capacity.

The scheme is available to students with experience of learning the language up to sixteen years of age who wish to continue and develop their skills whilst specialising in other fields. In addition, students with successful experience of language learning are able to start a new language under the scheme.

The programme of study can last for between three and five terms but should include no less than 100 minutes per week of course work. For students following an *ab initio* course, this minimum is set at 140 minutes per week.

The course should be built around authentic materials and the use of a variety of contextual material. The areas of language covered should include informative, persuasive and expressive forms. All four skill areas of reading, writing, speaking and listening can be included but writing is an optional skill.

The actual programme is drafted by the centre in discussion with the course consultant. This should specify the aims, objectives, methods and materials to be used.

The course is assessed on the basis of the competence of the student in each of the principal activities that feature in the course. This should consist of not less than ten activities. The student record will include a skills analysis which is included in the final 'Profile of Performance'.

There is no end-of-course examination, but certificates are awarded on the basis of internal assessment, monitored by the course consultant who is nominated by the management committee.

The successful student receives a certificate with London Chamber of Commerce and Industry and British Overseas Trade Board endorsement together with a statement from the course tutor. A detailed profile of performance is also attached which describes the level of attainment in different activities in each of the skills areas.

Baccalauréat International/
International Baccalaureate
(Headquarters: Office du Baccalauréat International, Route des Morillons 15, CH-1218 Grand-Saconnex, Geneva, Switzerland. Tel: (022) 91 02 74)

The IB was created during the years 1962-1967 to offer a pre-university curriculum and examination for students in the international community. Its aim is to promote international understanding while providing for the completion of secondary education in one country as preparation for entry into a college or university in another. The IB programme offers three subjects at Higher level and three at Subsidiary level, requires all participants to engage in the

study of Languages, Sciences, Mathematics and Humanities until the completion of their secondary schooling. The curriculum and examinations are offered in English, French and Spanish, the three official languages of the IB.

International Certificate Conference (ICC)
(Details from the Deutscher Volkshochschulverband, Prüfungszentrale, Eschersheimer Landstr. 61/63. D-6000 Frankfurt 1. German Federal Republic)

Language Certificate Programme.
The ICC is an international association of adult education organisations which have adopted the language certificate programme developed by the German Adult Education Association/ Deutscher Volkshochschulverband (DVV) which offers examinations throughout Europe at two levels. Examinations are available for Danish, Dutch, English, French, German, Italian, Japanese, Russian and Spanish. Each syllabus contains an introduction to the examination, a description of the learning objectives, a structure list, a vocabulary list, and a model test. Separate test models and a diagnostic test are available for most languages.

A pilot scheme is currently being conducted whereby an ICC Level 3 examination would be used for the evaluation Europe-wide of the language proficiency of students participating in the ERASMUS *(see Fact Sheet 4)* exchange programme. *(Enquiries, written or by phone, to A.L. Jameson MA MIL, Director, Service Language Programme, 'Languages for All', Dept of Modern Languages, Lonsdale College, University of Lancaster, Lancaster LA1 4YN. Tel 0524-65201 ext 4549)*

Course and career opportunities for community languages

WHAT ARE THE MAIN OUTLETS FOR COMMUNITY LANGUAGES?

The most obvious career opportunities lie in the public services: teaching, interpreting/translating between the community and the host country (e.g. police and probationary work, the courts, customs), welfare (social services, health/medical services, citizens' advice bureaus), local government (e.g. libraries, community relations councils).

There are other possibilities, for example, broadcasting, publishing, banking, for which finding a place and gaining success in it, is more a matter of the type of person you are than the training you have undergone. In some banks, for instance, knowledge of a community language may be useful, and may give the job applicant an advantage over others, but ultimately formal training as well as experience is required for advancement. For the public services, however, there are often defined ways of training, courses and entry. Such information in this sheet is selective, and confined to the public sector; it can only indicate trends in a rapidly changing picture.

Teaching - there are various types of courses intended to help members of the communities become qualified teachers or to obtain specialised qualifications. A non-course route proposed is that of 'licensed teacher', which would make a candidate eligible for Qualified Teacher Status on an employer's recommendation after two years' teaching experience, provided the candidate for QTS had a suitable post-'A' level qualification and a Grade C GCSE or equivalent in English and mathematics.

Royal Society of Arts - Diploma in the Teaching of Community Languages. In-service qualification in the field.

Interpreting/Translating - Courses to develop competence in background knowledge of a community and an area of interest (e.g. law) in conjunction with the use of the CL for specified purposes have been established, together with an examinations system:

Postgraduate Diploma in Community Interpreter Training Techniques
Polytechnic of Central London Faculty of Languages in conjunction with the Institute of Linguists Educational Trust. Professional training and qualification for bilinguals who wish to become trainers of community interpreters.

Institute of Linguists examinations

Bilingual Skills Certificate - A first qualification at about 'A' level standard to provide preparation for further training.

Community Interpreters Certificate - A qualification for professional work

Diploma in Translation - Specialist graduate level qualification for the working professional

RSA

Diploma for Bilingual Secretaries - A graduate level qualification for those wanting to work as Personal Assistants/Secretaries for Senior Management in the UK or abroad.

LCC

London Chamber of Commerce and Industry Examinations Board has separate examinations for language skills (e.g. Threshold level examinations in CL) and business and office skills.

Libraries - Libraries can provide openings for native speakers of a CL and for English mother tongue speakers who need the CL to service the needs of the community. Professional qualifications in librarianship are needed, in addition to language skills. Information is available from the Library Association.

Publishing - publishing in community languages is usually by firms from the country of origin or with special connections with it. British firms have been mainly concerned with publishing dual language texts. A list of publishers appears in *CILT Information Guide 23* and in *Books for Keeps* (see below).

Broadcasting - Radio and television, both public and commercial, national and local, regularly concern themselves with Britain's communities and their languages.

Sources of Information

CILT - CILT Information 3: *Careers using languages*
CILT Information 6: *Language study beyond school and graduate studies: published guides*

Community Librarian. Community Services Group of the Library Association. M Foster, Ed. (Commonwealth Institute, Kensington High Street, London W8 6NQ. Tel: 01-603 4535. 4 issues a year.) A journal for those concerned with the library needs of minority communities, and their associated social and welfare situation.

Books for Keeps guide to children's books for a multi-cultural society; J Elkin, Comp. London: Books for Keeps, 1986. Includes annotated lists of publications, feature articles, lists of suppliers and guides to further sources of information.

Elliott, P: *Ethnic minorities and public libraries: self-help and opportunities for co-operation*. (Library Management, vol 7, no 4, 1986. Available from: MCB University Press, 62 Toller Lane, Bradford, West Yorkshire BD8 9BY.) A study identifying a wide range of information, advice and cultural services and initiatives by self-help organisations. (Also, an article 'The relationship between public libraries, other relevant agencies and self-help ethnic minority organisations', in: *Journal of Librarianship*, vol 18, no 4, October, 1986.)

Sponsorships

WHAT IS SPONSORSHIP?

Sponsorship combines financial help and practical training with a course of study.

Some employers provide practical training for young people which is undertaken while they are following a degree course (or sometimes another qualification, like a BTEC Higher Diploma) at a college, polytechnic or university.

There are basically two sorts of sponsorship:

- the student receives an annual salary throughout his/her period of study, whether on placement with the firm or pursuing the academic course;

- the student is paid a salary only when on placement with the firm. The employer will usually supplement the grant received from the LEA during the academic term.

WHAT'S IN IT FOR THE EMPLOYERS?

They are usually looking for genuine high-flyers in line for very good 'A' level results. They are keen to recruit bright young people who can make a contribution to their organisations during the placement period and, possibly, after qualifying.

WHAT'S IN IT FOR THE STUDENT?

During the placement the student can benefit from a planned period of industrial/professional training which is of direct relevance to the course of study. Although there is no legal obligation (but perhaps a moral one) for a sponsored student to remain with the firm or organisation once the academic course has ended, it is a significant advantage to have a job waiting for you when you finish studying.

CAN YOU BE SPONSORED FOR A COURSE IN ANY SUBJECT?

No. Sponsorships are mainly awarded to young people taking up courses in engineering, specialised science subjects, business studies, computer science, accountancy and banking and finance.

However a few organisations give sponsorships irrespective of the subject studied. The main ones are:

Barclays Bank: 15 'A' level students are sponsored a year and are offered a structured programme of training and vacation work designed to provide a grounding in banking, aiming them for a senior executive position.

The Armed Services: The Services have both Cadetship and Bursary schemes, whereby students accepted by a university or polytechnic will be sponsored. A Cadetship is given to a student who satisfies the requirements and accepts a Commission before beginning the degree course, with an undertaking to serve for five years after graduating. A Bursary enables the student to remain a civilian during the course, but he/she will be commissioned afterwards, with a commitment to serve for three years.

DOES A SPONSORED STUDENT HAVE TO CHOOSE A SPECIFIC COURSE?

Sometimes. Some firms/organisations have developed special relationships with certain higher education institutions and expect their sponsored courses to be taken at a preferred institution.

HOW DO YOU GO ABOUT APPLYING FOR A SPONSORSHIP?

See your Careers teacher if you are considering applying for a sponsorship. Many schemes require you to apply well before Christmas in the year preceding 'A' level examinations.

You should consult *Sponsorships* published annually by COIC which gives a list of those organisations willing to publicise their schemes (some do not) and full details of how to apply.

European Community Action Programme and student mobility

WHAT IS AN ACTION PROGRAMME?

From time to time the European Commission launches a major programme in education and training. Some recent examples which will certainly affect students of modern languages in combination with other disciplines are ERASMUS, COMETT and LINGUA.

ERASMUS has been operational since July 1987, investing £55m. (initially over three years) in the promotion of student mobility within the EC. This must involve a period of study which is fully recognised by the home institution when awarding the students their diploma or degree. Normally, the period of study must be at least three months to qualify for a mobility grant. Although a student may apply in an individual capacity as a 'free mover', such an application is unlikely to be successful. It is far more likely to succeed if there is a formal agreement between departments and their respective institutions, and if the student is sent as part of an exchange. The Commission promises a 'top-up' grant of up to £1300 per academic year to each student taking part; in practice, the figure is often less than this.

COMETT has been running since January 1987. It is a programme which facilitates cooperation between higher education institutions and companies, particularly in the field of training for technologies and the social implications of technological change (e.g. industrial relations, occupational psychology, legal questions, health and safety). Students taking a modern language in combination with computer applications, systems analysis, business studies, law, etc would be eligible to apply for a placement abroad if their home institution agreed to recognise this as an integral part of their education and training. Such placements must last between six and twelve months in all. In theory, the Commission makes a contribution of up to £195 a month to each student for subsistence, and up to £325 for travel (in 1989), though the figure may be lower than this in practice.

LINGUA is the most recent of these three action programmes, intended by the Commission to improve the teaching and learning of foreign languages in education, training and working life. It is going to make it much more likely that students in the EC member countries study a language in higher education, whatever their main discipline may be. Up to 26,000 students are expected to benefit from grants of up to £1950 a year during the first phase of the programme. Since diversification is one of the objectives, students of the lesser taught EC languages may particularly stand to gain. Joint programmes of study across two or more countries should also become more common.

WHAT IS CREDIT TRANSFER AND CREDIT ACCUMULATION?

Central to the philosophy of all the above action programmes is the principle that time spent studying or working abroad must be recognised by the home institution as an integral part of the course. It will therefore be monitored and assessed in some way, and count towards the final award. The Erasmus Bureau is currently piloting a European credit transfer system (ECTS) which would make it possible for a student to travel from country to country studying units which, when added together, constitute a diploma or degree. If an Honours degree is seen to be 240 units, a student could take 60 units a year for four years, for example. Obviously, students of modern languages are better equipped than most to take advantage of such a scheme. Perhaps not surprisingly, more Erasmus funding went to languages/literature/linguistics courses than to any other discipline in the first year of this programme's operation.

WHAT DO YOU GET OUT OF THESE SCHEMES?

Anything that makes you more professionally mobile is bound to enhance your career prospects in the Single Market. Linguistic skills and cultural understanding, allied to professional competence, should give you a competitive advantage in the job market. However, to succeed in a foreign environment, working or studying side by side with native speakers, requires maturity, tenacity and resilience. Those who adapt well to such an environment may well decide to seek a career abroad, or one which involves frequent travel abroad.

HOW DO YOU KNOW WHICH COURSES OFFER THESE SCHEMES?

Some have been running for some years, and are mentioned in course leaflets. Some departments may choose not to publicise them, since they are restricted to small numbers of students anyway. In these and other cases where events are moving very quickly, the only way to find out is to contact the admissions tutor.

The Institute of Linguists

The Institute of Linguists is the foremost language examining body in Britain. With examinations covering over 50 languages at different levels, the Institute is almost certain to be able to offer you the kind of qualification you need.

Because it is the only organisation which represents all professional linguists, the Institute is the main body responsible for setting standards in any field of language work. Here are some of the ways in which this is done:

- language exams at various levels for the British Diplomatic Service;
- language exams for customs officers, immigration officials, armed services personnel;
- exams for police and court interpreters;
- exams for bilingual workers in housing departments, social services departments, the health service and so on;
- tailor-made language tests for people in industry and business;
- exams for professional translators.

If you go into any of these professions, the chances are you may be given the opportunity to take a qualification with the Institute of Linguists.

But in addition to all these, the Institute runs a large number of exams for the general public, who can either follow a course at an adult education or further education college, or enter privately. Each of these exams leads to a recognised qualification, and at the highest levels they also entitle you to join the Institute of Linguists yourself, either as an Associate or as a Full Member.

In 1990 all the Institute's present exams are being replaced with a new series of qualifications, called **Examinations in Languages for International Communication**. There are five levels of qualification:

Preliminary Certificate

This is a simple series of tests, of listening, speaking and reading skills, for those who have recently begun to study the language.

General Certificate

Tests of listening, speaking and reading at about the same level as GCSE. People in adult and further education have frequently chosen Institute of Linguists qualifications rather than 'O' levels or GCSE, because they are more relevant to the adult world.

Advanced Certificate

An alternative to 'A' level, the Advanced Certificate offers you a choice of five work-based modules, of which you have to do three to gain the full qualification. The modules can be taken one at a time, or all together in the same session.

Intermediate Diploma

A single work-based module, set at a high level. This leads to Associate Membership of the Institute.

Diploma in Languages for International Communication

This is the highest general language qualification available from the Institute; to pass it you need to show at least degree-level ability, over a range of demanding work-related tasks. Successful holders can apply for full Membership of the Institute.

About 8500 people each year take one of the Institute's public examinations, in languages as diverse as Afrikaans and Albanian, Serbo-Croat and Swahili. Of course, all the major European languages (such as French, German, Spanish, Italian, Dutch, Portuguese, Greek, Swedish, Russian, etc) are on offer, as are most of the other major languages spoken throughout the world including Japanese, Chinese, Arabic, Turkish, the various Indian languages and many others.

If you would like further information about the Institute's language qualifications, please write to: Institute of Linguists Educational Trust, Examinations Department, 24a Highbury Grove, London N5 2EA.

RSA modern language examinations and assessment schemes

GENERAL COMMUNICATIVE LANGUAGE EXAMINATIONS

At 4 levels - From Stage I, the basic survival kit, to Stage III.
For whom intended - For anyone needing to communicate in a foreign language, whether for work or preparation for work or for pleasure. Although there are no entry qualifications candidates may find it helpful to attempt one level before going on to the next.
Type of course - Any course where practical communications is the aim of adult education, languages linked to general vocational courses in schools, etc.
Assessment - Tests of speaking, listening, reading and writing* in realistic contexts. Profiled.
*Writing not at Stage I, optional at Stage II.
When held - May.
Booklets - *Modern Languages Stages I-III.* Separate booklets for French, German, Spanish and Italian.

LANGUAGES FOR COMMERCIAL PURPOSES

At 2 levels - Equivalent to those of the communicative language examinations but dealing specifically with business/commercial contexts.
For whom intended - For those already in, or intending to enter, the sorts of jobs in business and commerce where a foreign language is used, e.g. front-of-office and hotel receptionist, airport and port staff, office employees.
Type of course - Element of commercial courses in further education, vocational course in school.
Assessment - Same types of test as for general communicative using commercial scenarios. Common assessment for two levels with additional elements at higher level.
When held - June.
Booklet - *Languages for Commercial Purposes.*

CERTIFICATE IN LANGUAGES FOR BUSINESS

For whom intended - Office workers and management trainees interested in a basic practical qualification in the business use of the language. Possession of *Languages for Commercial Purposes* or a GCSE equivalent in the language concerned is often useful.
Type of course - Usually one year full-time course in business language, possibly combined with secretarial skills. It should be useful in Tertiary Colleges and similar institutions
Assessment
(a) The assessment scheme will consist of tasks based on the candidate's role as a secretary, i.e. tasks such as dealing with answerphone messages, an in-tray and a social/business situation including the use of the telephone.
(b) The scheme is offered in French, German, Italian and Spanish.
(c) There is an optional endorsement for typing.

When held - May.
Booklet - Certificate in *Languages for Business.*

CERTIFICATE FOR SECRETARIAL LINGUISTS

For whom intended - Those aiming at entering employment as a secretary in a situation where language skills are needed. There are no entry qualifications, although some

candidates may find it useful to possess *Languages for the Office* or an 'A' level in the language concerned.

Type of course - Usually one year full-time course in secretarial skills combined with languages.

Assessment (a) The assessment scheme consists of tasks based on the candidate's role as a secretary, i.e. tasks such as dealing with answerphone messages, an in-tray and a social/business situation including use of the telephone.
(b) The scheme is offered in French, German and Spanish.
(c) There are optional Foreign Shorthand examinations and Audio-Typewriting in French.

When held - May.

Booklet - *Certificate for Secretarial Linguists*

DIPLOMA FOR BILINGUAL SECRETARIES

For whom intended - Those aiming at entering employment as personal assistants/personal secretaries to senior management in the United Kingdom or abroad. Candidates usually possess a degree in Modern Languages or, alternatively, the *Certificate for Secretarial Linguists* (see above).

Type of course - Usually one year full-time course in secretarial skills combined with languages.

Assessment (a) There is a partial joint assessment for the two Diploma schemes based on a video presentation of a meeting, and tests of interlingual skills in a business context with appropriate options where applicable. There will be separate oral examinations.
(b) The scheme is offered in French, German and Spanish.
(c) There are optional Foreign Shorthand examinations and Audio-Typewriting in French.

When held - May.

Booklet - *Diploma for Bilingual Secretaries* and *Diploma in Languages for International Trade.*

RSA is also involved in integrating languages into RSA NCVQ-type Integrated Vocational Qualifications.

For further details of any of the above contact Frances Webster, RSA, 81 John Adam Street, London WC2N 6EZ.

Modern foreign languages

Actual destinations

Examples of the destinations of 174 students who graduated from two universities and one polytechnic in 1987.

FURTHER FULL-TIME STUDY: 41 graduates

- 7 higher degree
- 13 Postgraduate Certificate in Education
- 11 postgraduate bilingual/secretarial studies
- 4 Teaching English as a Foreign Language preparatory certificate
- 2 Diploma in Technical Translation
- 1 Diploma in European Business Administration
- 1 Diploma in Catering Management
- 1 accountancy course
- 1 decorating course

PERMANENT EMPLOYMENT: 94 graduates

- 18 teaching English abroad (universities and schools): *Spain (6), Italy (2), Canada, Egypt, France, Germany, Japan, Mexico, Turkey, others (3)*
- 9 sales/marketing: *Boots, Diskexpress, EJC Publishers, Heffers, Laura Ashley, McDonalds, Moore Paragon, Philips, unknown employer*
- 7 management trainees: *Allied Breweries, James Bailey, Mecca Bookmakers, NFC Forwarding, Noble Lowndes, Swallow Group, Unilever*
- 5 retail management: *Harrods, House of Fraser, Jaeger, John Lewis, Top Shop*
- 5 accounts assistants: *Acme Signs, Employment agency, Harrods, Market research, Unknown employer*
- 4 trainee chartered accountants: *Arthur Andersen, Ernst & Whinney, Harrison Horncastle, Hodgson Impey*
- 3 customer services: *Curry's, Lufthansa, Unknown (Guernsey)*
- 3 administrative officers: *British Council, British Library, Oxfam*
- 3 linguist/translators: *GCHQ, ANP, The Hague, freelance*
- 3 clerical officers: *Department of Employment, Immigration Appeals Office, B B Hegarty*
- 2 bank trainees: *Lloyds (2)*
- 2 *Army officers*
- 2 police: *Merseyside, Metropolitan Police*
- 2 social workers: *Kent County Council, Nottingham*
- 2 Civil Service Executive Officers: *Customs & Excise, Gatwick; Immigration, Heathrow*
- 2 insurance trainees: *Reinsurance UK; Unknown employer*
- 2 market researchers: *Telephone Research, Unknown employer*
- 2 library assistants: *University of Kent, University of Leeds*
- 2 working in Italy
- 1 business analyst: *United Biscuits*
- 1 investment analyst: *TC Coombes*
- 1 trainee stockbroker: *Kleinwort Benson*
- 1 information executive: *Extel Financial*
- 1 assistant judicial co-ordinator: *Equity Trust International, Rotterdam*
- 1 purchasing trainee: *British Rail*
- 1 buyer: *Renolds Gears*
- 1 executive officer: *UK/China Tourist Agency*
- 1 travel agent: *Barry Martin Travel*
- 1 reservations clerk: *Eurocamp*
- 1 senior claims clerk: *Curry's*
- 1 welfare officer: *EFL school*
- 1 research assistant: *Uppsala University, Sweden*
- 1 museum assistant: *Hull University*
- 1 beauty consultant: *Estee Lauder*
- 1 self-employed: *clothes design*

PLUS: 3 not available for employment, 1 overseas student leaving UK; 7 in short-term employment, 13 no information; 15 unemployed six months after graduating.

Key points

- **Limited opportunities for directly related employment in first job. Study of less common languages could help to improve chances.**
- **Languages need to be complemented by other skills. A further full-time course may be necessary.**
- **More graduates are finding work overseas.**

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★ FREE OFFER ★

Open the door into Europe

A set of 2 posters for display on notice boards and in the classroom

- to raise awareness about 1992 and the Single European Market
- to direct pupils' attention to the opportunities which Europe will offer
- to stimulate interest in foreign language learning
- to encourage pupils to think of themselves as citizens of Europe

2 full-colour, full-size posters with a striking visual message . . .

. . . **free** if you have bought a *Languages and careers* pack.

Fill in the form below, enclose a cheque for £2.00 (to cover postage & packing) and send to CILT.

To: CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS

Please send me a free set of the poster *Open the door into Europe*

I enclose a cheque for **£2.00** (made payable to CILT)

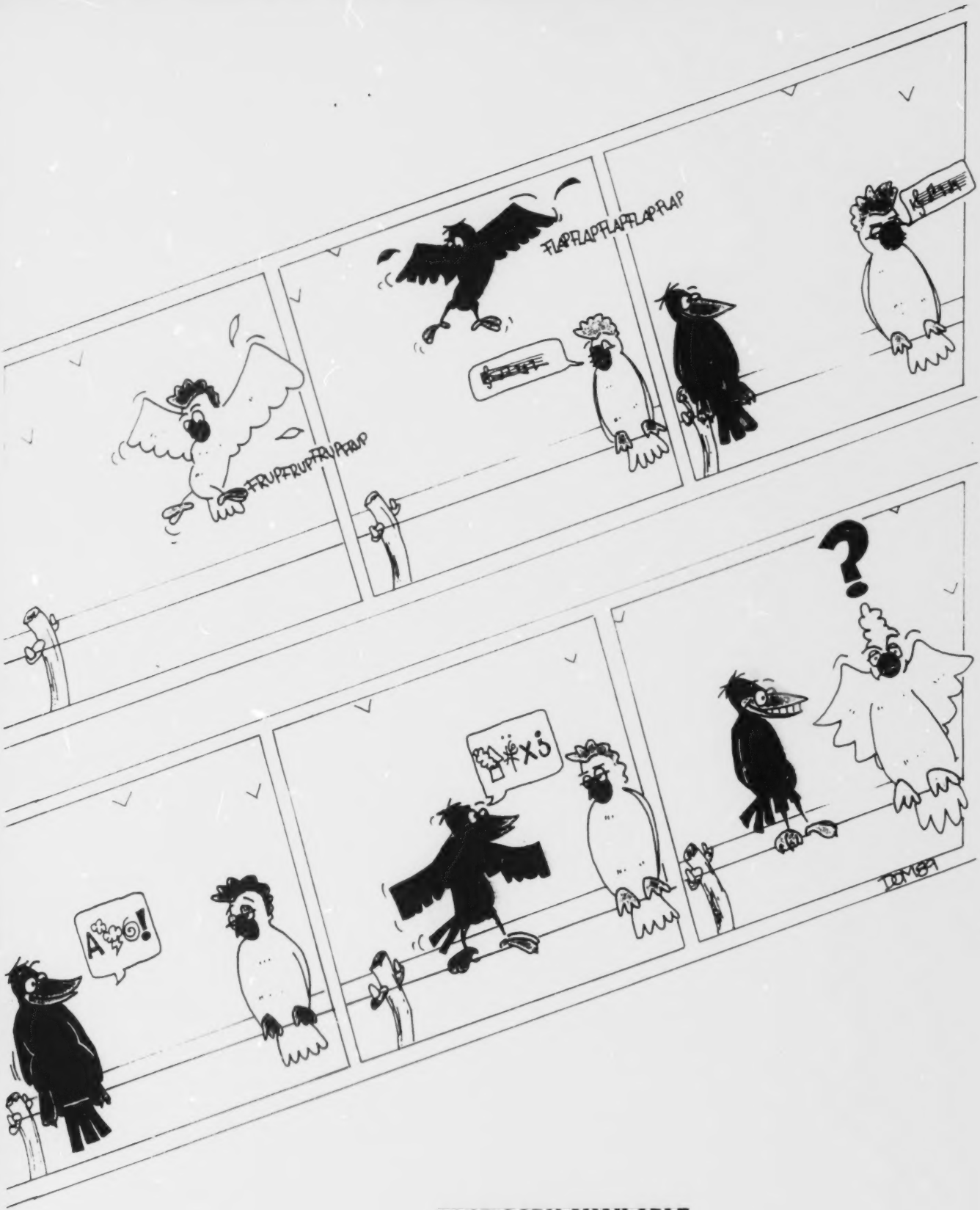
Name _____

Adress _____

_____

_____ Date _____

CILT
Languages for Life



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WHO NEEDS LANGUAGE ?
FOREIGN TILL
FASHION DESIGNERS
SECRETARIES
LIBRARIANS
SILENCE PLEASE
SHOP ASSISTANT
SA
NEW
WAITERS and WAITRESSES
MEN
DOM
1989

Languages

Careers Library Classification: FAL

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Contents

What use are languages?	2
Travel and tourism	4
Industry and commerce	8
Communications and the media	12
The Civil Service and International Organisations	15
Teaching languages	18
Translating and interpreting	21
Just working abroad	24
A few words of warning	25
How to find out more	25

Examination changes

In places in this book you will find references to GCE O-levels and CSE exams. These are being replaced by a new single system of exmainations called the General Certificate of Secondary Education (GCSE for short). The first GCSE courses have already started, with the first examinations in 1988. A one-year intermediate 'AS' level of exams is to be introduced between GCSE and A-level.

The new examinations will apply to England, Wales and Northern Ireland. Scotland has its own examination system, with O-grade exams at 16+ and Higher Leaving Certificate (H-grade) at 17+ after one year of preparation. After a further year, pupils can enter for the Certificate of Sixth Form Studies. This system remains the same.

Equal Opportunities

All the occupations mentioned in this booklet are open to all suitably qualified people, whether male or female and regardless of racial origin.

What can studying languages do for you? Apart from making holidays abroad more enjoyable? After all, there are very few jobs that use a knowledge of a foreign language *all the time*. Interpreters and translators, yes, but there aren't many of those jobs around. Teachers, too, and a few others.

But there are a lot of jobs where ability in a second language is not the main element but it is very important. And many more where having that language qualification can make all the difference between getting a job and not getting it, between moving yourself into the more interesting jobs or staying in the less interesting ones, and in winning promotion.

The job titles sound just like any other jobs: secretary, manager, journalist, receptionist, broadcaster, accountant, sales assistant, librarian, civil servant, engineer . . . the list is a long one.

People with no second language fill jobs with these titles. But add 'bi-lingual' or 'tri-lingual' and the range of tasks, responsibility and interest involved seems to grow. That's the experience of the people featured in this book, anyway.

If your career inclinations are in one of these directions, you've probably thought out what subjects are best to study. Consider the advantages of linking those subjects with a language at an early stage and through your higher education.

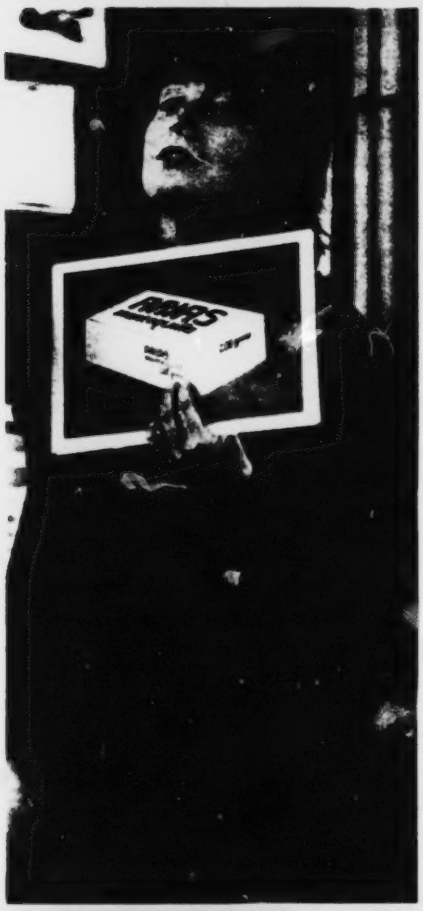
The advantages can be very real, so it's worth following through with your language studies and thinking out which languages to take and what level to go to.

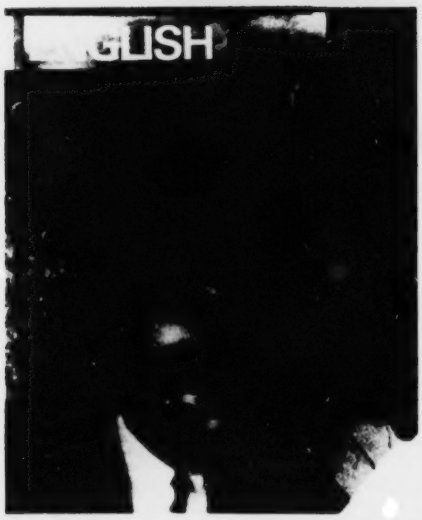
Which languages?

At lower levels, you may have little choice, with French and German and, maybe, Spanish being the only languages your school offers at GCSE O-level grades and even A-level highers. But, as you move on, the the range of choice increases.

British industry, commerce and the civil service still relate a lot to France and Germany, so their languages, and Spanish, can still be very valuable — but you'll find a lot of other people in the job market and with the same languages. French is useful to communicate with many countries in Africa, the Middle East and Far East, and with people in Canada, Switzerland and Belgium. German is a widely-spoken second language in Eastern European countries. Spanish is the language of most Latin American countries. As Britain is now part of Europe and the languages of all member-states are official languages of the European Community, so Dutch, Greek, Italian and Portuguese can offer openings as well. The massive population of Brazil speak their own version of Portuguese too. Similarly, the easing and opening up of trade, cultural and travel, relationships with Russia and China makes their languages valuable in the job market. The economic importance of Japan and the oil states increases the demand for people able to communicate in Japanese and Arabic, not just for business purposes but for tourism as well.

Even within Britain itself, the existence of large communities of ethnic minorities whose first and sometimes only language is not English is pushing local authorities and other public bodies into having members of staff able to talk and write Bengali, Urdu, Punjabi, Turkish and so on. As you read through this book, you'll





see how these different languages and others could relate to various jobs and that may help you make your choices.

Which level and what depth?
Different purposes call for different levels of language qualification implying different courses and exams to be taken. Holidaymakers only need to speak, understand and read enough of a foreign language to cope with normal holiday situations. GCSE O-level/grade plus an adult education course are probably adequate for this. Some travel jobs probably don't require much more than this plus what is picked up in the course of the job, nor do jobs living and working in a foreign country where the people one is working with speak English.

At a somewhat higher level come jobs gained with a non-language qualification such as we mentioned earlier but which involve regularly speaking to foreigners, reading their publications, writing to them and travelling on business to their countries. This is language for special purposes and a formal course of study is the best route, either studying the language on its own or as part of a combined degree or diploma course. There are BTEC/SCOTVEC courses, and degrees and diplomas in subjects ranging from business studies to accountancy, engineering and librarianship jointly with a language, as well as specialist courses where language can be studied as an option. Having GCSE grade C O-level/grade or A-level/H-grade in a language will help you on to these courses and in coping with them. If concentration on your other subjects demanded by your chosen path rules out the possibility of continuing to study a language with the other subjects, you can still keep alive the language-skill you have gained so far by reading foreign newspapers or by spending holidays (including working holidays) in the country of the language. You can then pick it up again at a later stage by means of a short course or part-time course, to give you the extra ability.

Another way of preparing for these sorts of jobs and courses while still at school is to study for exams outside the formal system which are focussed more on practical use of languages, exams such as those set and supervised by the Royal Society of Arts, the Institute of Linguists Educational Trust, and the London Chamber of Commerce and Industry. Many schools enable pupils to do these alongside their GCSE/O-level/grades or A-level/H-grade studies.

What could be called the advanced level of language knowledge is that of the professional linguist. This involves study to graduate or post-graduate levels but not only in languages. The teacher needs training in teaching methods, either by taking a post-graduate teaching qualification after a language degree or by studying languages as part of an education degree course.

Translators need training in the subject matter and vocabularies of the documents they will have to translate, technical, commercial, legal and so on. As well as this, interpreters require training in the special skills and techniques of conference and consecutive interpreting. In choosing degree courses, they will all have to decide carefully between the older traditional courses which focus on literature in the language and the increasing number which concentrate on practical uses of language. Translation and interpreting, too, can be studied at degree level with the languages or as a postgraduate qualification after a language degree, but competition is fierce for the limited places available.

In addition to these choices, in many jobs it is practical familiarity with a language and its country that employers look for rather than academic or literary understanding. If you can develop that sort of fluency and confidence, you will reap the benefits.

Tour-guide

"You have to be a bit bossy with them at first," says Menai (it's a Welsh name). She is a freelance registered tour-guide based in London. "When you're going into a place like Westminster Abbey you have to warn them against taking photographs or wandering off or blocking the gangways. Even while you're talking, you've got to keep an eye out to see they're all there and watch the time so that you move on to the next place on the schedule."

The main thing she has to get across is hard information. What the place, the historic sights and modern buildings are, their function and, where appropriate, opening hours. On the *panoramic* tours, which are an increasing proportion of her work, there's not time for much more. On these, the tourists stay on the coach as it drives past a succession of sights while Menai talks about them over a microphone. But, on the tours where the tourists get off and go into the buildings, like the coach trip to Windsor Castle in the photographs, she can do rather more. Then Menai can give them a flavour of the history, telling little anecdotes about historic personalities and events whenever possible. "When people are on holiday," Menai says, " they don't want to be lectured. They want to be informed and entertained."

But explaining history in Spanish to a party from a Latin American country which has never had a king or castles can be difficult. "When I talk about Sir Francis Drake, I have to say, 'You know him as Drake the Pirate,' because that's what he is called in Spanish history books because he raided Spanish ships. That usually gets a laugh."

"You soon find their level. Some groups aren't really interested at all and want the tour to be over so that they can get to Oxford Street to do their shopping. Others can be really keen, know all about heraldry and history and want lots of details. You learn to pitch it at the right level and make it as interesting as possible."

Her own love of history adds to her enjoyment of the job (which she admits does get her down at times) but it's when a tourist says "Ah, the Abbey was beautiful!" or that they love London that she really knows the job is worthwhile. "I get great pride from showing off my country," she says.

As she is a freelance, tour operators ring up on her home phone number to book her to guide a party. They've either used her services before or they get her name from a list of registered tour-guides published by the London Visitor and Convention Bureau and the Guild of Guide Lecturers of which she is a member (you have to be registered with one of the country's tourist boards as a trained guide before you can join). Most of the tours are half-day ones and have a set pattern but some are longer and may involve a coach trip around the country over several days. Menai turns up at the hotel where the party of tourists is staying to collect them and the coach and from then on she is responsible for them. It's very much a holiday-season job, so she has to be prepared to take fill-in jobs in the winter doing office work or working for a travel agent.

Menai has worked previously in other aspects of the travel industry but, to become a registered guide, she had to pass the guide registration exams set by the London Visitor and Convention Bureau. it's a six-month part-time course in two nights a week and every Saturday, with entry by written paper and an interview to assess your personality. It's a tough course, giving, through lectures and private study, a background knowledge to London and England, ranging through history and architecture to other subjects that might be of interest to a visitor. Saturday practicals concentrate on voice projection, group control, and presentation. You learn London's major tourist sites in detail and set items at the British Museum and National and Tate Galleries, plus places like Stonehenge and Bath. Then, in the spring, you take four written exams and practical exams on a coach and on site.

Regional tourist boards run guiding courses in other parts of England, as do the Wales Tourist Board and the Scottish Tourist Board (with the Scottish Tourist Guides Association) in Edinburgh, Glasgow and Aberdeen. They cover Scottish environment, history, arts, literature, music folk and cultural regional studies as well as guiding skills.

Some guides are employed on a more regular basis by organisations which control some of the historic buildings. A house which is of special interest because of its age or the person who lived there and is now effectively a museum may have a guide in each room ready to explain about the decor and furniture and so on. Clearly they gain from having languages to talk with visitors from non-English-speaking countries.

Resort representative

"If you're bringing a coachload of holidaymakers in from the airport to a hotel in the middle of the night and have to get them into their rooms, the night porter is the only member of the hotel staff on duty and doesn't speak a word of English, you hit a snag. There's no way you can get out of it without ability to use the local language. Or you hit a problem or the coach and the drivers don't speak English. Yes, I use my Spanish quite a lot."

Sara explained the job of a resort representative for a British

tour operator. The tour operator arranges the flights, books the accommodation and arranges the transfers between airport and hotel that together constitute the package tours that we pay for when we take a holiday abroad. Their staff in the resorts are resort or overseas representatives who have most direct contact with the holidaymakers.

Because the work includes day and night work, the reps split the duties up betwen them. **Airport duty** involves picking up people at their hotels with the coach, transporting them to make sure there are no problems, then going to the Arrivals side of the terminal to meet the incoming flight and see that the tourists get on the right coach, accompanying them to the resort and seeing them into the hotel. Either later the same day or on the following day (if it was a night flight) comes the **welcome meeting** (where the rep stands up in front of the assembled party in the hotel lounge and tells them about the hotel and resort facilities, mealtimes, arrangements for changing currency, local transport, special trips on offer, and a whole list of other things which all have to be crammed in without losing their attention or getting them into a bad mood. Sometimes this is done in a party situation.

Hotel duty sitting in a room or part of the lounge at the hotel and being available to answer any questions from the tourists, deal with any problems and take bookings for coach-trips. While we watched Sara, in a hotel in a resort in Majorca, she had one angry man complaining that he and his wife hadn't received tickets via their pigeonhole for the Barbeque the night before and so hadn't been allowed on to the coach to go to it, although they had paid. She apologised and refunded their money. Then a woman and child came. She wanted to ask about retaining a room for the few hours of the last night before the early morning flight. Then two men who had booked and paid for a fortnight's holiday but, through some administrative error, had been booked for only a week. She had arranged with the hotel for them to stay on but had to tell them that the company was still negotiating with the airlines to get them a return flight.

Although Sara works for one of the smaller tour operators, in any one week she could see from 120 to 400 holidaymakers staying in the resort and all of them her responsibility. They could be split between several hotels and apartments meaning 'hotel duty' for two or three hours in different hotels in different parts of the resort on the same days.
Office duty is one day a week and involves doing the paper work. Listing all the names and flights of tourists coming in and going out the next week, entering all the bookings and money for trips on to forms, banking all the money and other basic administration.

What about the problems (Sara prefers to call them 'snags')?

"Overbooking in the height of the summer can be a real nuisance, when a hotel books in too many tourists from different tour operators for the number of rooms available in the hotel. People fall ill, sometimes seriously, they die, they lose things of value, they don't like their room and want to change, or they want to change hotel or resort. You need a lot of tact and discretion to deal with them and with local people, plus you need your Spanish to negotiate in person or by phone with hoteliers, hospitals, police and other local officials. It can be quiet stressful. You just have to try and not let it get to you."

The tour operator normally provides its reps with shared accommodation and they can eat free in the hotels their tourists are using. "But you can get fed up with the rotating two-week menu," says Sara, "so I prefer to pay for my own apartment and cook for myself most of the time."

Courier or Coach tour representative
The equivalent of the resort representative on one-week or longer coach tour holidays is the courier, except that they are with the tourists even more of the time. They escort the coach on to the cross-channel ferry, seeing them into hotels and generally dealing with any problems. For this you really need more than one language because you will be dealing with hoteliers and officials in more than one country. French, Italian and German are the ideal combination, says Thompson. If you have knowledge of the countries from having worked or travelled in them, that helps a lot.

Organising the holidays
The tour operators have staff,

10

Getting started

Only the big tour operators recruit a significant number of newcomers each year and offer to train them. We talked with Thomson Holidays who are the biggest. To become an overseas rep with them you have to be over 21 (some companies say 23, others 20), have fluent English and a good working knowledge of a foreign language, preferably European (but that doesn't mean a degree or A-level/H-grade or fluency, just ability to hold a reasonable conversation). They're looking for 'personality' plus tact, diplomacy, a good sense of humour and a sense of responsibility. There's no education requirement — successful recruits range from people with no 0-levels/grades to others with degrees — and they tend to come from jobs where they have dealt with the general public — but that can mean operating the checkout at Tesco, working in a shoe shop, being a bus conductor or working in a travel agent or in a bank.

Selection is by preliminary interview, group interview (including having to entertain for a few minutes "to show you can get a group involved in something that's fun"), a simple maths test, and a one-to-one interview. Training in Britain lasts only one week and includes public speaking, microphone technique, administration, first aid and grooming and problem-solving through role-play. But training continues in your first resort through working under supervision plus refresher courses later to keep you up-to-date.

Sara started with a big tour operator but, after a while, felt that they were too big and weren't really interested in her and moved to Lotus Holidays, a smaller company. Lotus's policy is to recruit people with experience as reps and with one of the languages of the countries they operate in. But 'experience' could mean someone who had done a travel-and-tourism course and then been a youth rep on a younger people's package holiday. And they could be as young as 19.

As well as resort reps, Thomson recruit youth reps (who have to be 21) and children's reps who need to be 18 and to have some childcare, nursing or teaching qualification (because they organise entertainment for children or holidaymakers in major resorts). Neither of these have to to have a foreign language, but they are a jumping off point for becoming a resort rep after picking up the local language and knowledge just from living there for a season.

Some big tour operators give extra language training but you could find yourself recruited with fairly basic French and sent to Greece, Spain or Portugal on the assumption that you will be able to get by, because there are relatively few holidays to French-speaking areas. It's then up to you to learn enough Greek, Spanish or Portuguese to do your job properly.

There are a number of courses available which include BTEC or SCOTVEC National and Higher National modules in travel and tourism, as well as degree courses. However, some travel and tourism courses are so jam-packed with professional subjects it is difficult to fit in a language as well.

often marketing managers, who are responsible for finding new resorts, checking out and booking new hotels and negotiating terms, setting up new tours. Language knowledge is useful in doing this but isn't generally regarded as essential. Similarly, tour operators based in other countries bring tourists to Britain and they have offices here. They employ British staff as well as their own nationals to book hotels, coaches, guides for tours and organising schedules and duties for representatives. Menai did this for a time and found she used her Spanish in the office to talk with the other staff but it was a relatively small part of the skills she needed to do the job.

Which language?

Coach tours tend to go to the nearer European countries, so French, German and Italian are the best languages. For the resort reps, Spain and Greece are the most popular resort areas with British holidaymakers but tour operators are happy to accept French and German as proof of ability to pick up a language. They are also pleased to find people with Italian, Portuguese, Serbo-Croat (for Yugoslavia) and Russian — the bigger operators anyway. For guiding, the main European languages are already well-serviced but there's a shortage of guides with Japanese and Arabic, and Chinese could become important in the future.

OTHER JOBS IN TRAVEL AND TOURISM

Hotels and catering

French is, of course, the traditional language of this industry, used not only for classy menus but also for many of the job titles and kitchen activities, but, though a knowledge of French helps you to get to grips with this more quickly, it is not essential. However, hotels and restaurants in areas frequented by tourists or foreign business people do look for the ability to understand people speaking foreign languages and to make yourself understood by them when they are recruiting for jobs such as trainee managers, hotel receptionists, switchboard operator, enquiry clerk, hall porter, and waiter and waitress. These are the jobs that are directly involved with handling hotel guests and the reputation of a hotel can rest on being able to

deal with foreign visitors or incoming written and telephone requests for information and bookings from overseas. These are international jobs, so possession of a second language will make it easier for you to find positions in hotels in other countries, or to transfer abroad if you get a job with a big international hotel chain.

Airlines

"Knowledge of an additional language is desirable" says the recruitment literature of British Airways and clearly it can be important in landing and holding down a job dealing with passengers of this or any other airline. Air cabin crew, especially on international routes, that's *air stewards* and *stewardesses*, who look after the passengers during flights, *reservations sales agents* who give details of flights and bookings over the phone working with a computerised booking system, and *passenger service agents*, who check in and assist passengers within the terminals at the airport, are all more effective if they can speak to foreigners in their own languages.

Shipping lines

Ferries and cruise liners also transport passengers of all nationalities and the job that has most contact with them and need languages is that of purser. A cruise liner is a big floating hotel with more than 2,500 passengers in some cases and the purser and assistant pursers are like the manager and assistant managers of a hotel. They run the catering and accommodation services and in the Bureau, which is like the reception decks in a big hotel, assistant pursers answer passengers questions about facilities and entertainment, exchange currency and cash travellers cheques. They also deal with all the documentation and paying of the crew, and, at senior levels control the feeding and service to passengers in cabins, dining rooms and bars and many other things. On a cross-channel ferry, the number of pursers is smaller but languages are no less important.

The bigger shipping lines, such as P&O Lines, recruit officers in the Purser's Department as junior assistant pursers. You can come in on the catering side, if you have good hotel and catering qualifications, or on the administration side. Applicants need to be between 21 and 26 and, on the administration side, have good speeds at typing and shorthand, and experience of reception and cash-handling (preferably in foreign currencies). Fluency in a European language is a "distanct advantage". It takes five steps to reach the top of the promotion ladder.

Shops

Some big stores, Marks and Spencer for instance, which are situated in towns where a lot of foreign tourists are likely to visit, like to have among their sales assistants some who speak a range of languages. These assistants wear a badge saying, 'I speak French' or whatever. These bi-lingual assistants aren't usually paid any more for using their language and it isn't a requirement in advertisements for vacancies. But the personnel manager at a big Marks & Spencer store did admit that, if two applicants looked equally suitable, the one with a language would get the job. Some specialist stores do see their main custom as being, say, Japanese businessmen or affluent Arab diplomats and their families and advertise for sales assisants with the appropriate language ability.

Other possibilities

Any positions in relation to travel and tourism where information is given out or bookings are taken can benefit from knowledge of languages. These could include work for the British Tourist Authority or one of the national or regional tourist boards, in theatre box offices, as a ticket clerk for British Rail or a coach company, or in any of the large number of tourist attractions from zoos and safari parks to national monuments and museums.

More information on many of the jobs mentioned in this section can be found in Working in Tourism and Working in Travel.

"I think having languages opens doors that wouldn't be open to other people. If a job has come along and it's been really interesting and it's needed languages, then that's fine — I've been able to do it. I've been able to pick and choose."

That's the view of Christa, a secretary whose languages have taken her into widely differing fields.

"My first job was with an art publisher. I worked for the Production Director and most of the printing was done in Germany. I acquired quite a technical knowledge of printing and the vocabulary that went with it. After a few months I was passing on comments about the quality of proofs in German. I also used some French because we used to have binding done in Switzerland. Having languages was more than useful. It was a necessity in that job.

"I've worked in an art gallery in London, where we did a lot of buying from France. I got trips to France to buy paintings from auction houses — specific paintings. I didn't have to choose them. I was quite young and found the whole thing fairly daunting but, looking back, it was good experience. That job was advertised as needing someone with 'fluent French'."

Even when she has taken jobs that haven't called for languages, her skill has soon been grasped at and used by employers.

"I joined a tour operator in Brighton as a 'temp' and didn't tell anyone I spoke foreign languages. Then one day a call was transferred through to me by mistake and I was heard speaking French or German and as a result, I was asked to help with something else. I was then taken on permanent staff and got very involved with the company. They organised school group holidays in Europe and I was setting up hotel contracts over the phone with Austrian, German, French and Spanish hoteliers as well as transcribing from audio tapes dictated in German by other staff. Your spelling has to be good for that and your overall understanding of the language, and they hadn't had anyone who could do that before. That job was quite hectic."

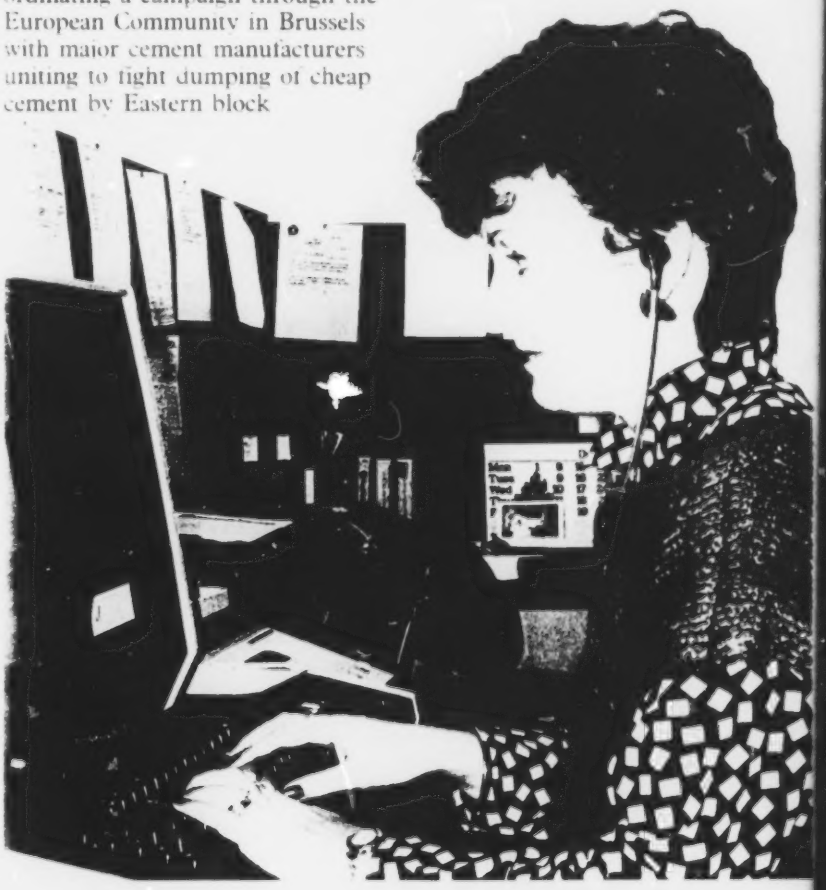
Christa feels the language element to jobs usually adds a bit of excitement and glamour, though it also often adds a lot of responsibility. "But you do get a bit tired of the fact that nobody wants to pay you any more for the extra skills. You'll see top secretarial jobs advertised side by side. One wants you to speak three languages, be able to translate, write and speak on the telephone and have colloquial skills as well. The other wants none of these and will be paying the same salary."

Currently, she is Secretary to the Commercial Development Director of Blue Circle Industries, the UK's largest cement manufacturing company, which has operations all around the world.

His responsibilities included co-ordinating a campaign through the European Community in Brussels with major cement manufacturers uniting to fight dumping of cheap cement by Eastern block countries. "Although we were writing to them in English and sending them telexes in English, they would often reply in their own languages and, once again, I could obviously handle translating back the French, German and Spanish." Her boss spoke a little Italian, but otherwise relied on her.

"That project involved quite a lot of translation work, telephone work, phoning the EEC in Brussels. Although most of the people in Brussels speak absolutely perfect English, I think they appreciate it if you kick off in their language. It makes for a much better rapport on the phone. They probably remember you a bit better for it."

Mary has also worked in a range of jobs in different spheres. Starting as shorthand typist with a firm in the nuclear industry, she 'climbed the ladder' to Secretary to the Sales Office Manager. She worked for a university "where I



didn't need any languages at all", then for a multi-national oil company in Colombia, South America, then for Vidal Sassoon's company, before joining the same cement manufacturer as Christa.

Now she is the only Spanish-speaking secretary out of a group of secretaries who work for five bosses handling the operations of the company in Mexico, Chile and North America.

"We have a lot of phone calls late in the afternoon from Mexico and from Chile (of course, it's their morning over there) and quite often the telephonist or secretary at the other end will not speak English. So it's extremely useful my speaking Spanish, especially if my boss wants me to leave a message for their boss. I can leave an accurate message in Spanish knowing it will be taken down accurately, whereas, if I left the same message in English, he might not get the full picture.

"We were taken on an outing to one of our local cement plants in the summer and that helped me understand what a lot of the letters and reports were about that I was translating and typing. I have a good dictionary and my predecessor left me a very good list of technical terms in the industry and their translations in Spanish. It's hard enough understanding the English sometimes!"

There are differences in the Spanish used in different South American countries. Colombia, Chile and Mexico could all use totally different words for the same thing.

"Spanish letters are laid out the same way as ours but are much more formal in the manner of address, so they tend to use ten words where in English we might need only two to say exactly the same thing. In Spanish, to be that brief would be regarded as rude.".

Robert has had a wide range of jobs too in reaching his present position as Regional Financial Controller with the cement company. His A-levels were in French and Spanish and he went on from school to qualify and

work as a chartered accountant.

He studied for a degree in management (MBA) at a British business school and obtained experience in industry with a company in the north of England. He then joined Visnews, the television news service, based in Rio and travelled around South America supervising the financial side of operations. His next post was overseeing the French finances of Massey-Fergusson's European activities from a headquarters in Coventry. The company hit problems and he moved on to manage a medium-sized company making deep-sea diving gases and then the Leisure Division of a big company, before moving to his current position with Blue Circle.

How does he feel about managers in British companies who don't have foreign languages?

"To a large extent I wonder how they can do their jobs. I don't speak German and I've been in a meeting with a group of German businessmen who I knew could speak fluent English but refused to use it for the meeting. So everything went through an interpreter and you didn't know how much was being altered or changed by the interpreter in finding equivalents in English that weren't really close enough. Even nuances can be very significant. And body language too. An extreme case is an Italian who to an Englishmen is throwing up his hands and having a tantrum but in reality he's just being his normal ebullient self, trying to express his point as forcefully as he can. Knowing that makes a difference to how you respond.

"On one occasion I was in a meeting with Italian-Swiss and Spaniards and I was able to translate for our directors who didn't have languages, including the bits of conversation between the foreigners and the nuances of word-choice that told whether one of our suggestions had pleased or displeased them."

Ian's comments supported Robert's. He found that customers are much friendlier and respond more readily if they see you making an effort to speak their language. His job, when we interviewed him, was travelling round Latin America for about 120 days a year selling the company's engineering and technical expertise to cement manufacturers in these countries.

Ian's main qualification is a degree in Chemistry from a university in Scotland, sponsored by an industrial concern. But he had taken four languages at Higher grade at school and kept

his favourite language, Spanish, alive by attending conversation classes.

His first job, as an industrial chemist, didn't use languages. He left that to teach chemistry at a college in Switzerland, which helped to develop his German (he also speaks French and Portuguese), before returning to Britain and his present company where his language ability was a major factor in landing him a post in the international division.

"Fortunately, I have a good memory for foreign words and can file them away in my head quite easily. In any case, I'm never stuck for a word because, if I don't know the right one, I make a little sentence which describes what I want to say. It can be really quite impressive as it shows off your ability to think in the language."

Away from home in a foreign country, language also helps you personally, because you can make friends locally rather than be stuck in an impersonal hotel waiting for other English-speakers to come along.

Ian likes travelling but admits that crowded airports, restaurant food, hotels and the hassle of living out of a suitcase does pall. He is glad to come back to Britain for a spell where languages were still needed to draft proposals and contracts arising out of his visits, and handle negotiations by phone and letter. He has since moved on to a higher managerial job which doesn't involve languages at all.

Finance

London is one of the three main financial centres of the world along with New York and Tokyo. And with 'big bang', the de-regulation of financial and investment services in Britain, foreign companies are now free to operate in Britain. Also modern technology means stock exchange trading can go on all round the clock. So, for instance, Japanese concerns have been recruiting young financial specialists in Britain not only for their London offices but also to work in Tokyo and communicate from there with the rest of the world. The companies give them special training in Japanese.

Big accountancy, banking and insurance companies now operate worldwide and offer the possibility of postings to overseas branches, subsidiaries or associate companies or being sent on an international audit or to draw up insurance agreements. However, professional training in the relevant field is more important than language ability, although a joint course could be well worth considering.

Law

With the growing importance of the European Community in British life, there is an increasing call for lawyers with knowledge of the legal system of other European countries as well as Community laws and regulations. And with this goes a need for languages — French and German being the most important. Combined degrees in law and language offer a good starting point for such a career. As well as positions with solicitor and barrister practices specialising in this area, lawyers are employed by government departments, banks, insurance companies, and industrial concerns to deal with international affairs and trade, where languages can be important.

Training to be a Secretary-Linguist or Bi-Lingual Secretary

Amanda trained as a secretary-linguist on a specialist course after A-levels. She opted for a three-year Diploma in Modern Languages for Business with Secretarial Studies at a polytechnic. This sort of course involves two main languages plus the history and economies of the countries as well as basic business studies. The secretarial studies include shorthand and typing/word-processing in both foreign languages.

"All shorthand is phonetic, so once you've learnt English shorthand, it's not too difficult to learn a foreign one, as the basic symbols are the same."

She was taught business language as well as the right formats for foreign letters and how to address different people correctly.

Working for Ian's department which deals with French-speaking countries in Africa as well as Latin America, she found herself using both her foreign shorthands while taking dictation, typing letters, memos and reports, getting people in other countries on the telephone, translating documents and helping to look after foreign visitors as well as all the other secretarial duties of filing and arranging meetings.

Specialist courses are available of one-year, two-year or three-year duration at a number of universities and polytechnics around the country, either on leaving school or as post-graduate qualifications. Many senior secretary posts are only a small jump away from personal assistant (PA) jobs.

Training for other bi-lingual jobs in Industry

We checked with a number of firms and the most common policy seems to be to regard languages still as a very secondary skill. They recruit on the basis of the candidate's main ability, whether it is in accountancy, economics, computer science or whatever. If he or she already has language ability, fine. If not, they provide in-house training or send staff on courses at private language schools for the specific language needed. However, they do admit that, two candidates being equal otherwise, evidence of ability to learn a language can swing the final choice.

We are talking about firms with strong overseas connections through importing or exporting or as multi-nationals. These may not always be big, though, and the smaller concerns may offer quicker routes to responsible posts.

A lot of jobs will be in areas of sales, marketing or purchasing but many big firms have overseas operations or subsidiaries. They may send computing specialists out to set up computer information or accounting systems who need to be able to speak clearly to local managers. They may employ accountants to act as auditors to check over the financial side of subsidiaries at regular intervals and they will need the local language to ask the right questions and make sure they have all the necessary information. And, although there is nowadays often a policy to employ locals in many positions, they also have some British staff among the management personnel of the subsidiaries who will be based abroad. They may send engineering fitters and technicians to customers in other countries to install and service machines and equipment or specialist engineers and scientists to negotiate and trouble shoot on major contracts or to supervise the construction of major buildings, civil engineering projects or industrial plant.

This is in addition to staff based in Britain who correspond by phone and letter with customers and suppliers in other countries. To these, one can add specialist librarians and information scientists who will translate articles and summarise scientific papers published in other languages to help research scientists and engineers to keep up to date with latest developments.

When choosing courses, you can go for the necessary professional qualification and just keep your GCSE O or A-level (O or H-grade in Scotland) language skill in reserve. Or you can take a language option during your degree or professional studies, if it is available. Or you can opt for one of the first degree courses in Languages and a Technical or Scientific subject or Languages with Business Studies and Related Subjects that are now available. These include Chemistry, Engineering, Computing and Accountancy, for example.

Other possibilities

Connected with industry are professional associations, employers associations and trades unions. These now have to lobby the European Parliament, contact the other European Community institutions and co-ordinate efforts with comparable bodies with similar interests in other member-states. They need people with the right qualifications and knowledge of industry but languages are a bi plus.

International telephonist
At one time, international telephone exchanges had quite a lot of telephonists with the special title linguist, skilled and trained in spoken French. The accepted international telephone languages. But direct dialling between countries has reduced the number of calls going through international switchrooms and electronic switchboards have speeded things up further. Both have reduced the need for telephonists in exchanges and, with it, the need for linguists. Now, they come into their own only when a caller wants to reverse the charges and the overseas subscriber has to be asked if they agree or if, say, a foreign lorry driver with no English needs to call their boss. It follows that British Telecom International is not recruiting for these linguists posts and can't see when it is likely to have to do so in the future.

However, they now offer to business and industry and to travellers something called Bureau Services. Part of this is the offer to translate rapidly into foreign languages telex messages, letters and documents and transmit them or to translate into English incoming communications. They also offer to pass verbal messages in other languages and to set up conference calls with consecutive interpreting (see page 21). provided. Their linguists will also book hotel accommodation and make travel arrangements in other countries. If this service expands, it could create new openings for qualified translators and interpreters. So far, they have concentrated on the major European languages.

Switchboard operator
Commercial and industrial companies and public bodies employ telephonists or switchboard operators and concerns that have a lot of calls to make to and receive from other countries like their telephonists to be capable in one or more languages. Experience or training as a telephonist will be the first priority though.

BBC Monitoring Service
The Monitoring Service employs linguists who listen to news, commentaries and talks from broadcasting stations in all parts of the world and prepare reports on them. The edited reports go to BBC newsrooms and programme departments, to government departments, to newspapers, and to many other paying customers in Britain and abroad. It is a major and, at times of crisis such as the martial law period in Poland or the Soviet occupation of Afghanistan, often the only source of speedy and comprehensive information about what is happening in other countries, for those concerned with world affairs.

The language monitors must have an idiomatic command of the foreign language concerned, a sound knowledge of international affairs and of domestic affairs in the country of the language, the ability to translate into good English and to type and have perfect hearing. Minimum qualifications are an honours degree in the language, plus substantial residence in the country concerned or a post-graduate diploma in interpreting. More than 40 languages are regularly monitored but there are seldom vacancies in the West European languages. The team listening to Russia and Eastern Europe is the biggest and candidates who can offer more than one of the East European an Central Asian (Uzbek, Turkmen, Kazakh, Tajik, Uighur, Tatar) languages are of particular interest.

BBC External Services
The BBC employs programme assistants to prepare programmes to broadcast in a wide range of languages to countries around the world. But, because they speak on the air themselves, announcing and reading newcasts and features about life in Britain as well as writing many of the scripts, they need to be able to speak the foreign language as fluently as the people listening in the foreign country (and to know a lot about its society). It is almost impossible for a British-born language graduate to reach that standard. For this reason, the programme assistants are usually recruited from people born in the foreign countries who have come to Britain for various reasons or sometimes by advertisement in the foreign countries themselves. They also need to have previous broadcasting or journalistic experience. Even managerial and editorial vacancies in the external services are normally filled from among these staff.

Language education programmes
Both BBC radio and television an

independent television put out educational programmes on languages, usually French, German and Spanish. These programmes are prepared and made by producers, directors, scriptwriters and production assistants who need an understanding of the language themselves. But, because they are educational programmes, if you apply for such vacancies, you will need experience of teaching languages (usually three years minimum) as well as a degree or equivalent in the language concerned and the ability to initiate programme ideas.

Foreign correspondents
Journalists responsible for reporting news in other countries to national newspapers or radio or TV news programmes in Britain obviously benefit in being able to speak the languages of the countries they operate in. However, these are coveted journalistic jobs and people only reach them after years of experience starting as junior reporters on local daily or weekly newspapers before working their way up and moving to national newspapers or to radio or TV journalism. In this progress, they will be doing work requiring no use of languages at all.

However, the big *news agencies* such as Reuters which specialise in supplying foreign news to newspapers and financial news to city companies and institutions do recruit graduate trainees into journalist, management, technical and accountancy jobs. Reuters, for instance, ask that journalist trainees speak two languages beside English and do a test paper in basic journalistic ability and that the other trainees have reasonable fluency in at least one foreign lanugage and the ability to learn more. There's a medical too.

After basic training, journalists work either on a production desk in London editing reports from correspondents or as a correspondent in London or at a bureau in a foreign country as part of a reporting team. They can rise to become chief of a bureau, which involves managerial functions as well as reporting. The news service goes out in French, German, Spanish, Arabic and Portuguese as well as English.

Television and film-making
Feature films and documentary programmes are quite frequently made in or about other countries. Production staff and technicians, especially production managers, production assistants and reseachers, who have the appropriate languages are much more likely to get to work on these than those without. This applies to people on the staff of TV companies as well as to freelance technicians.

The BBC and ITV recruit secretaries to departments working on language programmes. For these, the BBC insists on native or at least extensive residential knowledge of the country concerned and at least A-level/H-grade and typing experience in the language. Secretary posts in television can be an entry route to becoming a production assistant with some chance of going on to producer.

There are a small number of companies who specialise in adding English sub-titles to foreign films. These require translators but they are normally specialist freelances. It is also possible that the coming of international television channels broadcasting by satellite will call for translators and interpreters to provide sub-titles and possibly simulataneous interpreting on news and current affairs programmes.

Freelance interpreters are also sometimes involved in simultaneous translating over headphones to audiences at international film or theatre festivals where plays and films are in the original languages with no time for sub-titling.

And literary managers of major theatres and commercial theatre producers often have linguists on their panel of *readers* able to read and comment on foreign plays for them. These are normally people with a strong interest in theatre who have another occupation either as writers or lecturers.

Publishing
Publishers also have panels of readers, some of whom will for a small fee read foreign texts submitted to them. Some firms who specialise in publishing foreign language teaching materials or foreign language dictionaries will ask for language ability in the editors and secretaries they recruit and also in their publicity and marketing staff. They retain freelance translators to translate literary and technical books as they need them (see page 21).

Some scientific, technical and trade periodicals recruit staff with languages because of the important work in their fields being done in other countries, especially Germany, Japan and Russia, and because they include synopses of major articles in some foreign languages.

Performers
Opera singers who perform the famous operas of France, Russia and, especially Italy, are the performers one most associates with foreign languages. However, they are not normally linguists and learn the lyrics by heart by working with a specialist called a *repetiteur*, who does know the language and the correct inflections and intonations as well as the drama of the operas.

British actors and actresses can and do work in plays, films and TV dramas in countries speaking other languages and are more likely to have these opportunities if they speak the language well. However, there are cases where this is not vital, as in Italian films which are shot without sound and the speech is added or 'dubbed' by Italian performers later.

Entertainers such as singers, comedians and the impressionists who work on, say, cruise liners or in tourist situations add to their audience response by being able to make some jokes or comments in the languages of non-English-speaking groups in their audiences. With fluency in French or German comes the possibility of performances in clubs in France and Germany.

More about jobs in the media in Working in the Media and

Entertainment.

Librarians and information scientists

Librarians with a reading knowledge of one or more foreign languages are employed by libraries which stock foreign books and magazines. These are national collections such as the British Library, or libraries in univesities or polytechnics servicing language departments or scientific and engineering disciplines, or libraries in government departments, professional organisations or industrial concerns with international links. The other languages are important in selecting and ordering books and magazines, and in indexing them as well as in providing readers with abstracts to inform them about new acquisitions.

Information scientists are employed in some of the same places, in research institutes and research departments of big firms, in government departments, in laboratories and learned societies. The scientists and researchers and others who work there need to know if, among all the important scientific and technical information published in books, magazines and research theses, there is something relevant to their own projects. But they either can't read foreign languages themselves or, if they can, haven't the time to read everything. The information scientist, able to read in a few languages and trained in the scientific, technical or commercial subject, can read, decide what is relevant, and prepare reports and summaries and circulate them. If anything then seems really important, they can arrange for a translation to be made.

Librarians train by doing a degree in librarianship on a course with language options or by a joint librarianship and languages degree or by a languages (or other) degree followed by a one-year postgraduate course in librarianship. Information scientists normally take a degree in engineering, science, commerce, economics or social science with a language option or as a joint degree with a language, followed by a postgraduate course. There are also a few first degree courses in information science. It is a growing field.

Diplomacy

Information Officer was Claire's position in the British Embassy in Peking, her second posting after joining the Foreign and Commonwealth Office, (FCO).

Claire studied Chinese (modern Mandarin, the official language of China) for a year at Cambridge on a special course. "It was very hard work. You need to know about 4,000 characters and you just have to learn each character off by heart. Just sitting down week in, week out learning more characters, trying not to lose the ones you've learnt before."

She then spent a year at an army school in Hong Kong. "This had its frustrating moments. We were surrounded by Chinese people, none of whom we could speak to and practice on because they all speak Cantonese, which has the same characters but totally different pronunciations."

In the Peking embassy, the information section was just Claire. There were only about 50 Britons in all the embassy, including military and naval attachés seconded from the Ministry of Defence and secretarial and clerical staff (there are normally some locally recruited staff as well). In a bigger embassy, there would be more people working on information and in the other sections such as chancery, consular and commercial. The embassy in Washington is the biggest with 600 staff. But some 'missions' (the word used to cover embassies, high commissions and our representatives at international organisations, such as the United Nations) are very small and people double up on duties.

Claire gave some examples of her work there. "From the embassy, we operate a sponsored visit programme with groups of Chinese going to the UK. That was one of my responsibilities. I would have meetings and phone calls with someone on the Chinese side responsible for making arrangements. We'd plan it and draw up a draft programme for the visit. Then I would meet the party and prepare them for what

they were going to see by talking to them and showing them videos. They might be chemical engineers, agricultural researchers, people who had been given the job of re-planning their town centre or re-equipping their factory. A lot of extremely intelligent, capable and nice people, who had not travelled before or even met foreigners but who needed to find out what was happening in the West to try and revitalise China. That was very interesting. Here my Chinese was absolutely vital."

Her other duties included spreading information about Britain, supplied by the Central Office of Information, to official bodies, newspapers, magazines and individuals.

Though Claire was on her own doing the information work, she knew what was going on in the rest of the embassy through the regular morning meetings of all embassy staff. So she shared in the great interest created by the negotiating of the Hong Kong agreement and was directly involved in the final stages.

Postings in the Diplomatic Service can last between one and four years. Although Claire came back to London after two years, over her whole career she expects to spend only one third of her career in the UK. The rest will be abroad.

Jobs in the home civil service

The Home Office Immigration Service and HM Customs and Excise recruit officers to deal with overseas visitors to Britain and with immigrants living here. Qualification in a language helps in landing these jobs but is not essential. Once you're in, courses in languages are available and a language allowance is paid on passing a civil service exam. The work is usually at ports and airports.

There are also jobs where languages are the prime requirement. Linguist specialists work in the Joint Technical Language Service (JTLS) within the Government Communications Headquarters (GCHQ) at Cheltenham and for GCHQ itself and linguist officers work in the Ministry of Defence in London on translation, research into foreign publications and conference interpreting. These security related jobs carry some restrictions on personal freedom as regards e.g. membership of a trade union. And translators are employed in a number of government departments. All these look for a degree level qualification in a modern foreign language and sound knowledge of at least one other foreign language, though precise requirements vary.

Local government and public services

Study advertisements for local authority posts in areas with large ethnic minority communities and you frequently find knowledge of these communities and ability to speak one of the languages is an 'advantage' if not a 'requirement'. Community workers, advice workers, housing department staff, social workers, benefit officers and other people in direct contact with the public increasingly find themselves unable to communicate with significant numbers of their actual and potential clients because of language barriers. Pressure for staff to have or to learn these languages is growing as is the number of courses to teach them.

The British Council

It has a network of 120 offices in 80 countries and over 4,200 permanent staff, over half of them working overseas. Unlike the FCO, it recruits separately for its home service and overseas service. The home service handles students and visitors from abroad and supports the overseas operations. Obviously, languages are useful and language graduates would fill the more general posts. Applicants must have a degree and two years' work experience. Experience in librarianship, information science, science education and engineering are particularly valued.

Entry routes and other FCO jobs

The normal point of entry into the Diplomatic Service for graduates like Claire is at the Administrative level, where the work is mainly of a policy-making nature in the political, economic, commercial and defence fields. But many graduates also seek entry at the Executive level where the basic requirement is two A-levels or 4 H-grades. Entrants at this level can expect to cover a wider range of subjects than their Administration colleagues but promotion is slower. There are, however, opportunities for the most able executive level people to transfer to the administrative grades later and secure accelerated promotion. Competition for entry at both levels is fierce.

Opportunities also exist for legal advisers, researchers, clerical staff, secretaries, security officers and messengers. Entry to all positions is subject to certain nationality and other requirements.

A knowledge of foreign languages is obviously a basic skill in diplomacy. To acquire this before joining is a useful bonus but the FCO does not insist that new entrants already have language qualifications. Entrants are, however, expected to acquire proficiency in one or more foreign languages (and are given the opportunity to do so) after joining. Language allowances are paid to those with extra languages.

To enter the Council's overseas service, a degree and postgraduate qualification are needed but any subject is OK. However, what they are looking for is expertise, so higher degrees carry more weight and so does working experience in Britain as a manager, engineer, teacher or whatever. Overseas experience is an asset. The Council is looking for people who will be able to do the work well and then, among those, for people "who have perhaps shown they are able to learn difficult languages quickly and effectively." Staff are given language training before they go to their posts. Some staff are recruited as specialists, say, in science or English language teaching. Other overseas staff are recruited locally.

The overseas offices project Britain and British achievements by organising tours by British specialists, artists and performers, and by promoting British books and information, particularly about education and training opportunities in Britain. Another important area is encouraging the use of the English language and English literature. In this cause, the Council runs 50 English language teaching centres and 110 libraries in different countries.

International civil servant

European Community
This is the biggest employer in this field and the one where concern has been expressed that British candidates have not been forthcoming in sufficient numbers to fulfill the aim of equal representation on the EEC's staff from each member-country.

Graduates are recruited as administrators (equivalent to British civil service administrative entry). However, the subject of the degree, your specialism, is important; they want things like economics, law, finance, administration, social science, statistics, systems analysis, etc. Graduates are also recruited as translators and interpreters.

Administrative assistants (equivalent to UK civil service executive grade) need a minimum of 2 A-levels of 3 H-grades and graduates are eligible.

But graduates are *not* eligible for posts lower than this, which cuts out graduate secretary-linguists, for example.

Applicants for posts as typists, assistant clerical officers, telexists and telephonists should have at least five 0-levels/grades or equivalent.

Although there is a policy of recruiting young (the maximum starting age is 32 or 35), for most posts they ask for at least two years prior relevant work experience. Exceptions are administrators (except law specialists) and interpreters. In addition, everyone must have at least a basic knowledge of another working language of the Community (Danish, Dutch, French, German, Greek, Italian, Spanish and Portuguese). Despite that stipulation, still apply if you've got all the other qualifications, they say. They will consider people whose second language is weak and give them in-course language training on recruitment. All applicants must be a national of one of the member-states.

One way of gaining knowledge of the community is to apply for one of the three to five month administrative trainee courses held twice yearly by the Commission of the European Communities for candidates from universities and from public and private sectors. Effectively, that means graduates or holders of equivalent diplomas but there may be exceptions. This is known as the 'stagiaire' scheme. But there is a lot of competition so you are expected to lobby UK representatives in Brussels by phone or visit and are advised to aim for the less glamourous Directorates-General (like our Ministries).

Translators and interpreters need at least two Community languages as well as English and a degree. Translators should be experienced and are recruited by open competition. For interpreters, the Commission provides a six-months training scheme with recruitment possible as a new graduate.

The United Nations
At the time of writing, there is a recruitment freeze at the United Nations for financial reasons and for professional posts, specialists in economics and related fields, the UK quota is full. But the position may change.

Generally the UN are looking for specialists with experience and standing in their fields, whether in engineering, economics, information science, or statistics or more technical subjects required in providing technical assistance to developing countries, or for legal, public information, librarian or computer programming posts. There are also openings for demographers with an advanced degree in the social sciences and for secretaries and accounting and statistical clerks. There is a special need for high-speed conference typists in the six official languages of the UN (Arabic, Chinese, English, French, Russian and Spanish). There are rarely administrative vacancies and these are usually filled internally.

Vacancies are open to nationals of all member countries and preference is given to candidates with a knowledge of both working languages of the Secretariat (English and French). A knowledge of one of the other official languages is an advantage.

Other international organisations
There are many other international organisations, some connected to national governments like NATO or the World Bank, others relating to special interests such as commodity producers. All are likely to have a policy or staff representing the different member-countries and needing more than one language, quite apart from any translator and interpreter requirements they have.

"I think what's happened in the past is that language teachers have conned themselves into thinking they were turning out 'linguists', people fully competent in a foreign language. They were expecting too much from pupils," said Tony, head of languages in a large South London comprehensive school. "Perhaps that's why so few pupils have been opting to carry on studying languages to higher levels."

So the school has changed its whole approach to language teaching. "For example, we've introduced, in the first year, a Language Awareness 'foundation course', to prepare pupils for studying a second language. First they study 'language' itself, how it started, how it works, what the differences are between languages. Then they get a 'taster' of four languages — French, German, Spanish and Turkish. Turkish is the major 'community' language in the area, with six per cent of the school's pupils coming from Turkish families.

"That's important," explained Tony. "It shows those pupils that their language and culture is valued and gets the others away from the emphasis on major European languages. For English-speaking children, it's one foreign language where they can test out what they've learnt in the classroom in real-life situations — in school with friends and outside in the local shops, cafes and take-aways. That creates far more interest than a one-day school trip to Calais or Boulogne can. The whole course aims to give them a respect for other languages and other cultures.

After the first year, all pupils can study up to two of these languages as far as GCSE in the fifth year. As in Year 1, the emphasis is on language as a practical means of communication. "For the teacher, this means developing a series of carefully-chosen topic areas, practical situations such as using public transport, ordering a meal, seeking a doctor. In the classroom, you present the language items orally, using aids such as flashcards, OHP transparencies, sound and video tapes — all needing preparation and selection for each class and group.

"The aim is to get them to listen, understand and practise the language in different ways — as a class, through group or 'pair' work where role-playing comes into its own, or on their own with cassette recorder or worksheets to develop reading/writing skills."

The material used is as authentic as possible, ranging from train timetables, menus and extracts from newspapers and magazines to real radio broadcasts and weather forecasts.

This is the way language teaching is going at the moment. While not all schools are likely to introduce Language Awareness courses, the other changes are called for by the new GCSE exam syllabus. This moves away from the old GCE O-level assumption that candidates would know as much as 90 per cent of the grammar of a language, and, in fact, asks for higher levels of understanding but in limited areas, such as the ability to understand real French radio speakers within defined topic areas. The emphasis is on the spoken language, on communicative skills, and on authenticity of language materials listened to, spoken, read and responded to in writing. The move is away from the teacher-centred blackboard, with a strong emphasis on grammar and the written language, towards a topic-based approach with clear objectives in learning language as it is actually used in its country of origin. Knowledge of grammar grows out of this. A-level syllabuses retain the old emphasis on literary language but they are likely to have to move into line fairly soon.

We also spoke to Cathy who teaches French in another school, who told us that one of the special

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aspects of teaching was having to switch your mind repeatedly between the varying requirements of different age classes, remembering to vary the complexity of the language you use to suit different ages and ability levels, having material prepared for all the classes in a day or a week and having to deal with a whole new set of up to 30 personalities with their own private and learning problems at each class-change.

The satisfactions often come from the achievements of the pupils. Said Cathy, "This morning I had some kids in my lower set who are very lazy. I'm usually tired out by the end of the lesson saying, 'Come on, Peter, do the next one.' 'Come on, Richard.' 'Come on, Anne'. And they suddenly got interested in these worksheets we were doing and they were belting through them and getting really good marks. I was delighted and they were overjoyed. On the other hand, you can hit on something that a class can't grasp at all and that all can be very frustrating."

The emphasis at her school as at Tony's is on spoken language, language for communication, the listening, speaking and reading skills of the 'communicative method' of language teaching, where you learn by and for use, rather than with the emphasis on writing and grammar of the old method, where you are translating all the time in your head from what you would say or write in English.

"I enjoy teaching first years," said Jackie, a German teacher in the same school as Cathy, "because at the end of the year I can say, 'Well, I've taught these children enough German to be able to go to Germany and cope. I've taught them survival German'."

"But I do enjoy A-level work as well, because then you have to use your knowledge of language much more."

Said Cathy, "I find it's a more immediate satisfaction with teaching languages. You can actually talk to a pupil in a foreign language and you know that you've implanted that knowledge."

Even at lower levels, the teacher can *hear* how quickly pupils are learning from their fluency and accent. The emphasis on communicative teaching methods means that youngsters who are low achievers in more academic subjects because of their low reading ages often achieve much better results in modern languages. Cathy is pleased about that.

But it is school trips to foreign countries that really show teachers what they have achieved, thinks Jackie. "That is the one time that you actually do see all the hard work that you've put in coming to something." Tony would add that he sees it when he comes across English-speaking pupils using Turkish in the local newsagents.

Lecturers

No professional teaching qualification is needed to lecture in languages in further and higher education establishments, though one-year pre-service courses are available and, in Scotland, the Teaching Qualification (Further Education) is strongly preferred. The basic qualification is a language degree or higher degree, though many will be people who have gone on to do research into language or to take a further degree in, say, Linguistics.

Teaching English as a foreign language

"You might have a group of pupils who know no English at all and who all speak different languages, so you've got to start with something very basic. I might do *identification of things*. I'll point to a table and say 'a table', point to several tables and say 'tables'. That could be a new idea for them because, in their language, plural may be indicated by saying 'table-table'."

Jack is a teacher who has specialised in the area known as

Openings

With the cutbacks in education in recent years due to the merging of schools, because of declining numbers of pupils, and government economies, subjects have had to fight for curriculum time and languages have suffered more than some other subjects. This has limited the number of languages taught and given priority in recruitment to teachers with more than one foreign language. But re-organisations such as Tony outlined seem to have the effect of increasing the number of pupils opting for languages among their exam subjects which should increase the demand for language teachers. A recent government report urges that all children should be taught at least one foreign language to the age of 16. If this receives the backing it implies, that will affect the situation as well.

Training

There are several possible ways to become a language teacher in schools. In England and Wales, you can either take a language degree followed by a one-year Postgraduate Certificate in Education (PGCE) or you can do a Bachelor of Education (B.Ed) degree (this gives you less language-knowledge but more theory of teaching and practice in local schools) or you can take a Diploma in Higher Education (DipHE) followed by transfer to a B.Ed course or to another degree course followed by a PGCE. There are also some courses which combine a degree and a teaching qualification. Whichever route you choose, you still have to do one year in a school as a probationary teacher for approval by an inspector as a 'qualified teacher'.

In Scotland, a language degree would be followed by the one-session course for the Teaching Qualification (Secondary Education). After this or a B.Ed degree (a longer course in Scotland), you register with the General Teaching Council for Scotland and do two years as a probationary teacher.

TEFL or teaching English as a foreign language. He has also worked in the associated areas: ESL or English as a second language and ESP or English for specific purposes. The communicative method is used, using functional grammar not employing the language or languages of the pupils at all, which explains the techniques. It may not be what you had thought of doing but language graduates have proved themselves very good at it and many of the posts are in other countries, especially the developing ones.

EFL is teaching English to foreigners in the way we learn their languages. So, it may mean teaching English in an ordinary school in another country or in a private language school in another country or one in Britain that foreigners come to for courses. It's very different from teaching the subject called 'English' in schools in Britain and much more like the language teaching that Tony was talking about, English for use in everyday life, whether speaking, listening, reading or writing.

The 'use' element is even more true of ESP. That involves teaching foreigners who have a fairly decent understanding of English already but who need more knowledge of special areas. It might be 'social English' to make sure that foreign civil servants or businessmen know the most polite way to greet people or respond during a business trip to Britain. Or it might be bankers who need to know the way business letters are phrased in English. Or scientists and engineers might need the English to be able to talk more clearly and with less danger of misunderstanding in meetings with their British counterparts or to understand and reply to letters they receive in the course of their work from people in English-speaking countries.

Jack did a modern languages degree and taught in schools in Britain and Germany before doing a one-year higher degree in Applied Linguistics and concentrating more on EFL and ESP as a freelance teacher engaged directly by foreign embassies in London and by industrial companies in other countries to run short courses for small groups. Some people do a short EFL or ESL course immediately after their modern language degree or English degree. But many organisations ask for teaching experience as well as these qualifications.

The bonus for the teacher, says Jack, is that the pupils are much more highly motivated to learn than British schoolchildren learning modern languages. "You see real progress very quickly and it all seems much more adult and related to the real world."

Teaching in private language schools

We spoke with Liz who administers Language Studies Ltd, one of the larger language schools. She explained that most of their students are management level people either from abroad, especially Italy, learning English or from Britain learning a foreign language for a wide range of countries. The main foreign languages demanded are French, German, Spanish and Italian, but Portuguese is quite strong, especially Brazilian Portuguese which is significantly different from the version used in Portugal and Japanese and Arabic are moving up, with Chinese expected to develop. However, when recruiting language teachers, they look for people from those countries with the language as their native tongue. Native English speakers are eligible, therefore, only to teach English to foreigners. For this, the Director of Studies usually expects a TEFL Certificate and good knowledge of English grammar but a number of graduates with relevant business or teaching experience are taken on to deal with the summer peak on short-term engagements.

Translators

Karen works for TTI Interlingua, a big international translation agency. At school in Scotland she concentrated on languages taking her French and German beyond H-grade (roughly the equivalent of A-level) to Sixth Year Studies. Faced with the choice between a traditional literature-orientated course at a university and a practical one — "I wanted something where I could use my language in today's environment and I felt that medieval French as they spoke it in the fourteenth century or Old High German would be no use to me at all — she chose the practical one at Heriot-Watt University, much to her teachers' disgust."

John who is the senior English translator at the same office of Karen's company — in a country house near East Grinstead — took his degree in German and Psychology, followed by a postgraduate course in translating where he added Dutch and Italian. He has since revived his school French and has taught himself Spanish.

John explained how he goes about a new piece of translation. "Supposing I'm doing a translation about growing mushrooms. I'll have to go first to a technical encyclopedia and read up about the subject and then to our files for reference material we've gathered over the years. Then I'll give the text in the foreign language a quick scan through to get the measure of it. There may be a glossary with it or there may be really awkward words that I want to look up in advance in a dictionary. You might sometimes ask the client for more information on the phone but that's more so for the translators who work into foreign languages from English."

The rule in translation (and interpreting) is that each translator works out of his or her *passive* languages, the ones they have learnt, and *into* their *active* language or mother tongue. That means that, if English is your first language, you will normally translate into English from other languages and not from English into Spanish, French etc. There could be occasional exceptions in organisations with only one or two translators or when someone is off sick but that's the rule and it limits the number of job openings in this country but creates others overseas.

Some translators decide quite early that they need to know how to type and either do a course or teach themselves. In this particular translation office, the translators work directly on to word processors. The firm provides a two-day course in word-processing. It saves a lot of time. The disc with the translator's rough draft goes to the typing room to be printed out, comes back to the translator for checking and correction on paper and on disc, and the disc then goes back to the typing room for final printing and sending off to the client. In the London office of the same company, however, the translators work in cubicles and dictate their translations into dictaphones. The audio tapes then got to audio typists to be typed up on word processors in a separate department. Some translators insist on working this way as they can dictate much faster than they could ever type.

Says John, "You need a good eye for detail. You also need to be able to write very good English, with correct spelling and decent grammar. It's amazing the number of people who apply for jobs who can't produce satisfactory English copy! And I don't think many people have got the stamina or the power of concentration."

Karen adds that she thinks translators are usually introverts, quite happy to be isolated for hours in their own little world, as opposed to interpreters, who she feels are extroverts and need to be, because they are always with new people and have to decide very quickly. But there are some people who handle both jobs, so that's no hard and fast rule.

We spoke with Julie about her career. As a freelance, Julie has to discipline herself to work hard. She sets herself a regular time to start and finish but has to be prepared to start earlier and work on into evenings and weekends to meet completion deadlines. She has to handle her own accounts, invoicing, national insurance and tax matters. And no paid holidays or sick-leave that a staff position gives. "I don't mind the hard work and I enjoy the variety that comes with being a freelance," she says.

Freelances work from a room in their own home or rent a small office. They also have to buy their

own typewriter or word processor and specialist dictionaries, which don't come cheap. "I've tended to specialise in the areas I'm interested in such as mechanical and electronic engineering, building construction and computing. Agencies get to know your specialities and call on you more frequently."

"It's a question of practice and being familiar with the subject. You can't simply translate word for word, because the translation would be nonsense. There may be two or three alternatives for one particular word and, unless you know the subject, you may get it wrong."

Ethnic Community Translators and Interpreters

A number of local authorities, with funding from the Home Office, have already set up Community Interpreting Projects. The London Borough of Wandsworth, for instance, has four interpreters covering, between them, Urdu, Gujerati, Punjabi, Bangali, Hindi, Chinese and Vietnamese (though obviously the languages will vary according to the ethnic communities living in each area). The task of these interpreters is to give assistance to local residents who don't have English by translating or interpreting for them in their dealing with Council departments and other official bodies. This work is likely to have a strong social work or community work element and need a strong knowledge of how local authorities and benefit systems work plus knowledge of the ethnic communities and their sensitivities, as well as the language ability. Such local authorities also have people who can translate for them texts for leaflets, letters, and posters to reach minorities. These may be employees or volunteers from the ethnic communities.

The impact of the computer

What is known as 'machine-translation' has come a lot closer in recent years. Effective programs are now available (and being used by big industrial companies) that translate between the major languages. However, so far they still need human translators to edit these translations and knock them into shape, because translation is not just question of word substitution according to a set of rules but the making of subconscious inference by the translator from the context and from their experience of life. So far, the computer cannot do this but the next generation of micro-chips is bringing with it the possibility of 'artificial intelligence' which could come a lot closer to the way the human mind works. At the moment, though, these new systems are seen as a new tool to aid translators and speed up their work.

Interpreting

Karen's agency also offers an interpreting service to its clients and she has done a number of these engagements. These different types of interpreting are sometimes lumped together and called *ad-hoc interpreting* or *liaison interpreting*. One example is when an interpreter is in a small group of people, two or three or more, interpreting for them all. This can mean working into your passive languages as well as your active one, an exception to the usual rule. It might be a small business meeting, a business discussion over dinner, or a party of foreign engineers visiting a British factory to learn about equipment they want to buy.

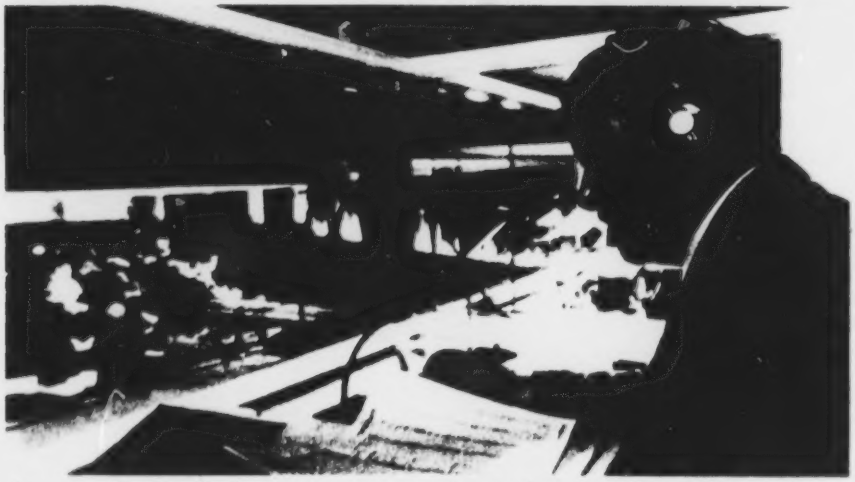
Interpreters appear in court as well, in cases where the defendant or others directly involved speak little or no English. Police and sometimes court authorities maintain a list of approved freelance interpreters that they call on. Defence lawyers also engage interpreters as well.

"It takes a special type of person," explained Ruth, who has done this type of work. "It is very difficult not to become sympathetic towards the person you are interpreting for and to try to help them to say the right things rather than being strictly objective, as you must be, and give an English version of exactly what they have said."

The interpreter usually stands in the dock in open court alongside the defendant or in the witness box alongside the witness. And there can be a lot of waiting around till the case is heard. "Sometimes you sit there all day just for a few minutes in court." In this work, too, the interpreter works both ways, out of the foreign language and into English for the court and into the foreign language to convey questions to the defendant or witness.

The other and the most prestigious language job is *conference interpreting*, and the technique most frequently used is called *simultaneous interpreting*. "It's a very difficult technique to learn," said Richard, who is a staff interpreter with the International Coffee Organisation. "We sit in a small, soundproof booth with a glass front facing on to the conference room. We wear headphones to hear each speaker speaking in their own language and we speak into a microphone, for the English-speaking delegates, the English equivalent of what they have just said, with as little delay as possible. Usually it's just a few seconds, so it's as near to simultaneous as you can get."

So, while Richard is saying with his mouth what the speaker said a



few seconds ago, he is also hearing, remembering and mentally converting into English the words the speaker is saying now so that he can continue speaking the English version in a smooth flow. And both listening and speaking need a high degree of concentration. "You've got to have a split mind, really," says Ruth, who is sometimes called in to do this kind of work.

Richard explained that there are normally two interpreters in each booth and there is one booth for each language. The two take it in turns of between 20 minutes and three quarters of an hour, because the level of concentration makes it very tiring. "In our off turn," he said, "we can relax, have a coffee, and stretch our legs outside or we can help the other interpreter by finding relevant paragraphs in official documents, if one of the speakers in the conference decides to quote from them. That's quite a testing time for the interpreter, because people read much faster than they speak and we're still expected to keep pace with them."

Why is this difficult technique needed? Well, the alternative, which is *consecutive* interpreting, is still used. It happens where one person or a small number of people are making speeches. The speechmaker says a few sentences or a whole short speech. Then the interpreter stands up and says the same thing in another language. It's still used and it means you can't be afraid of public speaking, because you have to stand up on the platform in front of the whole conference or meeting to do it. Karen explained that, on her course, she was taught the special technique of making notes that enables you to get enough down to be able to give an accurate interpretation, especially if there is no typed copy of the speech to work from.

But try to use that in a discussion-type conference, where there are delegates from several countries, as at the ICO, or many countries, as at the United Nations, and it falls down, because each speech would have to be done in each official language in succession. With simultaneous interpreting, all the language versions can be done at the same time going only to those delgates who want to receive them over their headphones. It was invented to solve the problems posed by the Nuremberg Trials after the second world war.

What sort of person makes a good interpreter. "You have to be quite an extrovert and quite an actor to be an interpreter," says Ruth. "You can't just say the words. You have to put expression in it, convey the feelings and tone of the person who said it originally. For example, if somebody makes a joke, you've got to try to make it funny. They're every interpreter's nightmare — jokes don't always translate, because humour isn't the same in different languages. But the speaker may be upset if the audience doesn't laugh at that point. And, if the speaker wants to offend someone, then you have to do it. You shouldn't tone it down at all, though you sometimes get the feeling you'd like to."

Even more difficult sometimes having to translate accurately when it's a diplomat or bureaucra speaking who is being deliberately ambiguous or just waffling to waste time and avoid committing themselves to anything.

Most conference interpreters belong to the Association Internationale des Interprètes de Conférence (AIIC). It has about 1,500 members around the world 400 with English as their active language. That indicates how few openings there are. The AIIC set the rates that are paid for this work and issues a directory that helps organisations to find interpreters with the languages they need. But to join you have have worked as an interpreter for at least 200 days which can take several years to achieve!

A proportion of interpreters work for international organisations, a few for industrial concerns, most are freelance (and may do other work as well) and are retained by organisations and conferences for specific conferences or meetings on a fee basis.

Richard explained that interpreting at big international conferences can mean flying off over the world, staying in expensive hotels on expenses and being in on all the official receptions and cocktail parties with the diplomats and important people attending the conferences. There can usually be some free time for sight-seeing. But you need to like travel and the artificial world of living in big hotels and eating in restaurants and being away from home and family a lot. And many conferences are just high-level business meetings and not excitin at all.

Richard trained and worked a language teacher before moving into interpreting, first as a freelance and then as a staff interpreter. Ruth did a language degree and then a postgraduate course at a polytechnic.

Many people who like travel and are good at speaking one or more languages just go and work in another country, either because they like the idea or becuase they can't get a job in Britain (though there's no guarantee of a job in other countries either). Some go specifically to improve their language skills and increase their chances of getting some of the jobs mentioned in this book. The jobs they take follow the full range of qualifications and skills they have acquired in Britain before they go — barman or barmaid, waiter or waitresses, bricklayer, welder, draughtsperson, doctor, nurse, teacher, kitchen-hand, nanny, computer engineer, secretary, translator, au pair — it's an endless list.

It is even easier now that Britain is in the European Community, since British citizens are entitled to seek employment in other EC countries without needing a work permit. If you are unemployed, you can go to France, Germany, Italy or one of the other member-states and continue to draw unemployment benefit while looking for a job over there through local newspaper advertisements or job agencies. Some foreign firms do advertise in British newspapers and magazines or ask UK employment agencies to find them suitable people. There are also the following public recruitment agencies which recruit in this country on behalf of governments of other countries. They advertise in the quality newspapers and specialist magazines but you can also write in and place yourself on their files for future vacancies.

Recruitment agencies for overseas posts.
We have already mentioned that the British Council recruits teachers and other staff for governments of other countries. There are a number of other organisations who recruit for a much wider range of jobs on behalf of the public services of developing countries, primarily where British government aid is involved. Chief among these are the Overseas Development Administration, which in addition handles posts in developing countries which are filled by the UN and other international agencies and the Crown Agents for Overseas Governments and Administrations, which also recruits for its own teams working on engineering projects all over the world. Between them, they have vacancies in nearly all professional and technical fields at professional and senior levels, ranging from accountancy to veterinary medicine. This means you not only need the qualification but considerable experience as well.

Recruits are either employed directly by the overseas government or institution and paid at local rates topped up by a salary supplement from the British government or they are employed by our government plus an overseas allowance. In either case, appointments are normally for two or three years, though some are shorter.

The Commonwealth Fund for Technical Co-operation is the technical assistance arm of the Commonwealth Secretariat and recruits experts and advisers to meet requests from developing countries. Agriculture, fisheries, education, financial management, health, law, public works, telecommunications, tourism and transport figure prominently on the list of qualifications and skills required. Appointments are for one or two years initially.

The London offices of a number of developing countries also recruit in the UK, such as Ghana, Malawi, Nigeria, Zambia and Sierra Leone.

There's a strong demand from the international agencies for specialists with French, Spanish or Arabic. But, even in countries where English is an official or much-used language like Nigeria, the ability to acquire a working knowledge of a local language will help you in your work and in your daily life.

Volunteer programmes
Less well paid then the above posts (you get board, lodging and pocket money, and travel costs are paid), volunteer work in one of the developing countries can be equally rewarding in terms of the help you are giving and also valuable experience for the future. Four societies are active in Britain in this field: the Catholic Institute for International Relations, the International Voluntary Service, the UNA International Service and Voluntary Service Overseas. You need to be able to offer some skill and experience, so you have to be over 21.

Charities
The big international charities such as Oxfam and Save the Children Fund recruit staff to execute their objectives on the ground in countries with need. These are mainly in the fields of education, health and social welfare, though some technical positions are involved. They look for people with experience.

Churches
The missionary societies recruit a number of teachers each year for schools and training colleges overseas, normally from graduates with professional training and experience. They, of course, also send missionaries with the appropriate calling.

What it's like
Working in a developing country can be tough. Not just hot or harsh climates and tropical diseases, but lack of mod-cons and comforts, isolation from social facilities and being surrounded by poverty and suffering. Scope for doing good and making new friends will be high, passing on your skills to people who really need them (the aim of developing countries is, of course, to develop their own nationals to do all the skilled and professional jobs). You will need adaptability, patience and humour.

A few words of warning

As you'll have seen, a qualification in a foreign language can do you no harm and may do you a lot of good. And a degree in languages is as good as any other arts degree when applying for civil service posts, or for jobs in advertising, accountancy, and many management traineeships (though a joint degree may be better). But, to be most useful to you, make sure to add time spent in the country of the language, preferably living and working there.

However, for most jobs you also need to acquire the necessary professional or other qualification for the job. When you have done that, your language-skill forms a very helpful 'little bit extra' over other applicants. You should also be aware that, if you are seeking a job where the language element is central, such as translating or interpreting or language teaching, there are, in fact, very few openings in any one year (which is also true of many of the other jobs mentioned here).

Language teaching is struggling to hold its own against other subjects in the face of education cutbacks and pupil disinterest. There are only 1,500 conference interpreters in the whole world working into all languages and they handle the work available. The European Community and increased trade with Japan, Arab countries, Russia and China have brought some increased demand for translators and interpreters but British industry is slow to break from its age-old belief that, English being an international language, firms can manage without foreign language specialists. However, there are signs that they are changing and more and more industrial and commercial firms are taking seriously the need to communicate in the languages of the people they are dealing with.

But the examples in this booklet are real examples. If they can do it, why not you?

How to find out more

Some useful addresses
Employing organisations

Appointments Department,
BBC,
Broadcasting House,
London W1A 1AA.

British Council,
Personnel Division (Staff Recruitment),
65 Davies Street,
London W1Y 2AA.

Overseas Educational Appointments Department,
British Council,
65 Davies Street,
London W1Y 2AA.

Civil Service Commission,
Alencon Link,
Basingstoke,
Hants RG21 1JB.

Civil Service Commission,
Room 520.
St Andrews House,
Edinburgh EH1 3BX.

Crown Agents for Overseas Governments and Administrations,
YR Division,
4 Millbank.
London SW1P 3JD.

Department of Education and Science,
Elizabeth House,
York Road,
London SE1 7PH

EEC Information Office,
20 Kensington Palace Gardens,
London W8 4QQ.

Recruitment Section,
Personnel Policy Department,
Foreign and Commonwealth Office,
3 Central Buildings,
Matthew Parker Street,
London SW1H 8HL

Overseas Development Administration,
Abercrombie House,
Eaglesham Road,
East Kilbridge,
Glasgow G75 8EA.

Scottish Education Department,
New St Andrews House,
Edinburgh EH1 3SY.

United Nations Information Centre,
20 Buckingham Gate,
Londeon SW1E 6LB.

Education, training, professional and advisory bodies
Association Internationale des Interprètes de Conférence (AIIC),
14 rue de l'Ancient-Port,
CH-1202 Geneva,
Switzerland.

Business and Technician Education Council (BTEC),
Central House,
Upper Woburn Place,
London WC1H 0HH.

Centre for Information on Language Teaching and Research (CILT).
Regent's College,
Inner Circle,
Regent's Park,
London NW1 4NS.

Advisory Service on Entry to Teaching,
General Teaching Council for Scotland,
5 Royal Terrace,
Edinburgh EH7 5AF.

Guild of Guide Lecturers,
2 Bridge Street,
London SW1A 2JR.

Institute of Linguists Educational Trust,
Mangold House,
24 Highbury Grove,
London N5 2EA.

Institute of Translation and Interpreting,
(new organisation; address to be added)

London Chamber of Commerce and Industry,
Marlow House,
Station Road,
Sidcup
Kent BR5 3RB

Royal Society of Arts
Examinations Board
Murray Road,
Orpington,
Kent BR5 3RB.

Scottish Vocational Education
Council (SCOTVEC)
22 Great King Street,
Edinburgh EH3 6QH,
and
38 Queen Street,
Glasgow G1 3DY

Translators' Association
Society of Authors
84 Drayton Place,
London SW10

Language Monthly
Practorius Ltd
5 East Circus Road,
Nottingham NG1 5AH.

Some useful reading

Careers using languages by Helen Steadman, published by Kogan Page. Contains very helpful lists of courses and contact addresses and chapter on choice of languages.

Languages and careers: an information pack edited by Derek Hewett, issued by Centre for Information on Language Teaching and Research (CILT).

Using languagesby Richard A. Firth, Bernard Carney and Margaret Dane, published by Association of Graduate Careers Advisory Service (AGCAS).

A career in teaching issued by the Department of Education and Science.

Languages at work issued by Department of Education and Science/Welsh office.

A guide to language courses in polytechnics and similar institutions, published by the Standing Conference of Heads of Modern Languages in Polytechnics and other Colleges, available from Ruth Goodison, Polytechnic of Noirth Staffordshire.

Directory of first degree and diploma of higher education courses and **Directory of postgraduate and post-experience courses,** available from CNAA, 344-354 Grays Inn Road, London WC1X 8BP.

Which Degree?, published by New Opportunity Press.

CRAC Degree course guides, published by Hobsons Press (Cambridge) Ltd.

A language degree as a preparation for professional life by Linda Hantrais. In **Language Monthly** September 1985 pp5-6.

Videos
Languages at workproduced by Rowntree Mackintosh plc, distributed by CILT.

Languages in industry produced by Baker Perkins plc, available from Group Training Manager, Westfield Road, Peterborough PE3 6TA.

Careers using languages, produced by University of Strathclyde, available at some Careers Services.

Some other **COIC publications**

Working in Books
Working in Catering
Working in Hotels
Working in Marketing
Working in Professional Engineering
Working in Self-employment
Working in TV and Video
Working in Tourism
Working in Travel
Occupations, annual careers guide

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Menai Dillon, Foreign and Commonwealth Office,
Highgate Wood School,
ILEA Modern Language Centre,
Institute of Linguists Educational Trust,
International Coffee Organisation,
Interlingua TTI Ltd,
Language Studies Ltd,
London Visitor and Convention Bureau,
John P. Lonergan,
Lotus Holidays,
P&O Lines Ltd,
Reuters Ltd,
School of Languages of the Polytechnic of Central London,
Thomson Holidays.

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of ASSOCIATION GRADUATE CAREERS ADVISORY SERVICES

The writers of this careers information booklet are staff from member services of the Association of Graduate Careers Advisory Services (AGCAS). It is published by the Careers Services Trust and printed and distributed by the Central Services Unit for Graduate Careers and Appointments Services (CSU). Full editorial control is exercised by AGCAS.

This booklet was written mainly for undergraduate students and graduates who have access to the material referred to in the text. Other readers may need to consult other agencies (eg local authority careers services or a local Job Library) to obtain some of this material.

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Your degree in . . MODERN LANGUAGES *. . what next?*

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University of Newcastle upon Tyne

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Heriot Watt University

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University of Salford

CONTENTS

1 Introduction 2

2 Translating 2

3 Interpreting 5

4 Teaching Modern Languages 7

5 Other Ways of Using Modern Languages 8

Export Marketing and Selling 8
Purchasing 9
Banking and Merchant Banking 9
Insurance and Insurance Broking 10
Accountancy 10
Patents and Trade Marks 10
Shipping Services 10
Freight Forwarding 11
Travel and Tourism 11
Hotels and Catering 12
Advertising and Market Research Agencies 12
Diplomatic Service 12
Other Government Posts 12
BBC 13
Librarianship and Information Work 13
International Organisations 13
Secretarial Work 14
Other Possibilities 14

6 What Next? 15

7 Appendices 16

Appendix A — What Happened to those who Graduated in Modern Languages in 1986 16

Appendix B — Some Postgraduate Courses of Interest to Linguists 18

Appendix C — Sources of Further Information 19

Editor: Alison McGregor
Kingston Polytechnic

1

INTRODUCTION

This information booklet is written to encourage students who are reading modern foreign languages (or have gained expertise in one or more foreign languages in some other way) to explore the wide range of opportunities available to them. It looks in detail at two occupations to which linguists are often attracted — interpreting and translating — and then deals briefly with a large number of other opportunities in teaching, industry, commerce, government and the media which prove particularly attractive to linguists, referring to other AGCAS information booklets for more detailed information.

Before going on to read these sections you should first think what you, as a language graduate, will have to offer employers. It is tempting to see the only end-products of your studies as a degree qualification, a wide knowledge of one or more foreign languages and the skills — reading, writing, speaking and listening — necessary to make use of that knowledge. While these are, of course, very important, you should not set out to look for a job on this basis alone, failing to realise that you have much, much more to offer.

Language graduates, once in employment, find that their courses have, in addition, provided them with the ability to think logically, to think quickly and work to deadlines, to work alone and yet to communicate effectively and to organise themselves. The experience of spending time in another country, either in vacations or as part of the course, will also have afforded an insight into another society, its institutions, history and culture and, whether the experience was enjoyable or not, will have been a maturing process.

Add to the above your own innate skills and abilities and, as a language graduate, you would appear to have a lot to offer a potential employer. This is indeed the case. In addition to the obvious area of teaching, many employers within industry, commerce, government and the media, because they operate within an international environment, are attracted to language graduates, while many others find linguists to be valuable members of their organisations even though they make no use of languages.

When choosing which of these areas to investigate, it is likely that you yourself will have criteria (to satisfy) other than simply using your languages. If you are studying other subjects in addition to languages you may wish to use these. It may also be important to you to meet lots of people, to travel, to use your many other skills and abilities, to undertake further training, to gain a professional qualification, to work in a congenial atmosphere or to live in a particular place. How important are these other needs compared with your desire to use your languages?

Bearing in mind your own requirements it is now time to read the various sections of this booklet. Ask yourself how the work appeals to you, what it is likely to demand of you, whether you can offer the necessary work experience and/or postgraduate qualifications (and, if not, how you can go about acquiring them) and whether the work attracts you. If you need help, ask your careers adviser for assistance.

2

TRANSLATING

Translators convert material from a foreign language into their mother tongue, ensuring that the meaning of the original is maintained for the benefit of those requiring the information. It is usually necessary to be able to work out of at least two foreign languages and to specialise in technical, scientific, legal,

medical or commercial work. There is less call for literary translation. To be a successful translator, one requires the desire to interest oneself in the specialist areas in which one is working, adaptability, accuracy, the capacity to work alone and the ability to organise one's own work and meet deadlines. A high level of written English and keyboard skills are also essential.

Translators are employed by industrial, commercial, government and international organisations and by translation agencies. Where the organisation is sufficiently large — EEC, Civil Service and large industrial and commercial companies — translators are offered permanent employment as staff translators. Where the demand for translation is more spasmodic, it may well be undertaken by a secretary, an information scientist or even a member of staff with little language training. Only when the demand increases or where the language skills required are unusual will a translator be employed, this time on a freelance basis. Such translators are normally self-employed, although often registered with a translation agency or bureau.

Obtaining a post as a translator is never easy. Entry standards are high yet competition is severe. It is rare for a graduate from a traditional languages course to gain immediate employment (although the case study below shows that it is possible). Most organisations prefer graduates from a specialist course such as the BA Languages (Interpreting and Translating) at Heriot Watt University or applicants who have taken a postgraduate course in translation. Appropriate courses are listed in Appendix B. Other useful attributes are work experience overseas and experience in your specialist area, e.g. law, business, science, information technology.

Employers of Translators

Industry and Commerce

On the whole, only large industrial and commercial companies have their own staff translators. Some European companies occasionally advertise in the British press for native English speakers to work as translators on the continent but the demand in recent years has been small, tending to be greatest amongst German firms, followed by French and Dutch. The work can vary from lengthy reports and research papers, for which typed translations must be produced, to on-the-spot translations of practical arrangements relating to visits overseas by company personnel.

Life as a staff translator in the engineering industry is described here by Maria, a 1980 honours graduate in Spanish and Latin American Studies at the University of Newcastle upon Tyne. She was very lucky to obtain a post immediately after graduation. The way in which her career has developed over the succeeding eight years is most interesting.

Case Study

Maria's degree was a traditional literature-based course, and so when she started work she was very much 'in at the deep end', with no training provided and the preceding translator already departed. Technical terms have been acquired literally over the years, and Maria readily admits that she is still learning. The task is made more difficult by the number of engineering disciplines covered by the firm, in addition to the legal and financial work involved, which means that she is unable to specialise and learn about a topic in great depth. The scale of work varies from short telexes to technical specifications inches thick. She is responsible for all translation work from English to Spanish, and from Spanish, French, Portuguese and Italian into English. Typing skills, which were hastily learnt for her interview (which included practical tests), were soon polished with practice once she started work. Oral skills, such as assisting engineers in making 'phone calls abroad, are required only occasionally.

In 1985 she was asked to become part of the firm's newly established Marketing Department which produces a wide range of standard material, such as brochures and project description sheets. Maria translates these as required. She was also jointly responsible for setting up in-house Spanish courses for selected engineers. She advised on the form and content of the courses, helped to select the materials for the same, and is now fully responsible for administration. Maria prepares and gives

practical workshops two lunch times per week, and a polytechnic lecturer provides the formal element. At present two courses, one for beginners and one for advanced students, are running simultaneously.

Maria works without supervision, and is therefore responsible for allocating priorities and ensuring that work is completed on time. Whilst it is satisfying to have full control over her work, it means that there is no-one to share the workload or the problems. Although most engineers are becoming more aware of what is involved in translation work, some still imagine that a text takes no longer to translate than it does to type.

Maria's method of working changed dramatically when the firm provided her with a computer and word-processing package. After an initial drop in output whilst 'getting the hang' of the software, her work is now completed more efficiently and better presented. Texts are revised on disk and simply reprinted, which reduces the workload to a more acceptable level and eliminates the frustration and drudgery involved in unnecessary retyping work.

Civil Service

Most linguists in the Civil Service are recruited by the Joint Technical Language Service (JTLS), mainly for work at Government Communication Headquarters (GCHQ) in Cheltenham, and to provide foreign language support for other government departments. The work involves analysis, translation and transcription of written and taped material. Russian is the main language sought though there is some demand for Polish, Arabic, Greek, Czech, Persian and Turkish. Graduates in Spanish who offer Portuguese or Italian as a second language are also recruited. Intensive retraining in a Middle Eastern or other more difficult language may be offered. For good honours graduates of any age who want to use their languages immediately, these posts provide some of the best opportunities available. However, the work has a high security classification and not only is 'positive vetting' necessary before entry but there are some restrictions on the personal liberty (e.g. to travel to certain countries) of employees.

Occasional vacancies occur for translators in other Civil Service departments such as the Ministry of Defence, the Foreign and Commonwealth Office and the Department of Trade and Industry. Language requirements vary, but a postgraduate course in translation considerably improves one's chances of success. The Home Office Immigration Service also employs interpreters in the languages of the Indian sub-continent.

EEC

Translators are employed by all the institutions of the European Communities — The Commission, Council of Ministers, Parliament, Court of Justice, Economic and Social Committee, European Investment Bank, Court of Auditors, European Centre for the Development of Vocational Training and European Foundation for the Improvement of Living and Working Conditions. The European Patent Organisation also employs translators. Each recruits independently and entry requirements vary.

Several of the institutions of the European Communities run in-service traineeships in translation. The trainees, recruited as 'stagiaires', are offered up to five months' training. This is not normally followed by an offer of immediate permanent employment, which is available only as a result of an open competition. The 'stagiaire' scheme does, however, provide a valuable opportunity to learn something of the organisation and work of the EEC and have a first taste of translation in an international environment.

The Commission is probably the largest employer of translators in the world. Candidates for posts must demonstrate thorough knowledge of two of the following languages: Danish, Dutch, French, German, Greek, Italian, Spanish or Portuguese. In addition, a high level of ability in written English is essential. UK applicants for these posts will normally be graduates in modern languages, but the Commission is anxious to attract graduates in law, economics, and science and technology who also exhibit the necessary linguistic abilities. While those with professional experience and/or a postgraduate diploma in translating/

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interpreting are likely to be preferred. graduates interested in these posts are urged to apply immediately after graduation because the selection procedure is very lengthy.

Open competitions are advertised in the national press and through the CSU vacancy lists. Full details appear in the Official Journal of the European Communities which is sent to those who apply. Candidates who pass the written translation tests are called for a personal interview and successful applicants are placed on a reserve list from which permanent posts are filled.

Other International Organisations

The United Nations and its specialised agencies employ British translators, based mostly in New York and Geneva. They translate into English from French, Spanish, Russian, Chinese and Arabic (the six official languages) and occasionally from Italian, German, Scandinavian and Eastern European languages. Relevant postgradute training and/or experience is usually necessary for success in the written examination which attracts hundreds of applicants each year for very few posts. The addresses of UN agencies and associated organisations are available from the UN Information Centre. There are occasional openings for translators in other international organisations such as NATO or the International Atomic Energy Authority. A list of international organisations is given in 'Opportunities Overseas in International Organisations', published by the Overseas Development Administration.

Translation Agencies/Bureaux

Most major cities have a number of translation agencies or bureaux which employ a range of specialists and can call upon others on a freelance basis when required. Such agencies will normally only recruit established specialists but are a useful source of freelance work.

Freelance Work

Freelance translation has the obvious attractions of a cottage industry: independence, freedom to work and live anywhere and power to organise one's hours of work. However, the supply of work can be unpredictable and it is extremely unlikely that a newly graduated linguist could make a living. The possibility of freelance work is greater once one has established contacts and a reputation for good work, done on time, while in full-time employment. Freelance translators are registered with an agency or bureau, and make sure that they are members of the Institute of Translation and Interpreting or, for literary translation, of the Translators' Association of the Society of Authors.

3

INTERPRETING

Interpreting is a very demanding profession requiring a high level of language skill and fluency and offers only a small number of openings each year. The only full-time professional career is as a conference interpreter, but there are also limited opportunities for freelance interpreters to work on an ad-hoc basis within the European Community, in industry, commerce, tourism, the courts and at international exhibitions.

There are two main types of interpreting: consecutive and simultaneous. With consecutive interpreting, a speech is normally delivered in sections, or even in full, while the interpreter takes notes and repeats the speech afterwards as appropriate. Simultaneous interpreting, now the norm, involves almost immediate interpretation, which conference delegates hear through headphones in the language of their choice. The interpreter listens in a sound proof booth and relays the speech through a microphone.

Most interpreters work from one or two languages into their native language. Mental agility, robust nerves and a stout constitution are required for, in the words of one

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graduate. 'if you are already nervous, interpreting could make you neurotic. And if you go to pieces in exams, remember that interpreting is like living continuously under exam conditions''. As well as discretion, resilience, natural verbal facility and the ability to concentrate for long spells, a good interpreter needs a quick intellect and a good broad education.

Case Study: Life as a Freelance Interpreter

Susan graduated form Bath University in 1977 with a BA in European Studies (French and German) and gained a Diploma in Interpreting and Translating from Bradford University in 1978.

She now works as a freelance interpreter in Brussels serving various committees of the European Commission, dealing with matters ranging from agricultural policy or the harmonisation of design standards in industrial vehicles to Community legislation and regulations. Her work usually involves simultaneous interpreting from French, German or Italian into English, together with one or two colleagues in a booth, each operating in short bursts of about thirty minutes. Committee members are thus able, through headphones, to understand each other's contributions to discussion.

Her work is satisfying in that she is involved in topical issues and literally facilitates communication between nations, but also intense, since she can control neither the speed nor the content of contributions, so the pressure of intense concentration can be very stressful. There is a large element of teamwork amongst interpreters who will usually cover the nine Community languages between three of them. Interpreters' own technical knowledge is built up over time and supplemented by a documentation service and an extensive information library. Often, however, there is little time for preparations, since freelance staff may be called in at very short notice.

Susan's own training at Bradford helped her to develop the necessary skills and expertise, including quick-thinking, ingenuity and resourcefulness, as well as familiarising her with booth equipment. Her subsequent experience built on her wide-ranging interests in current affairs and other matters and her willingness to turn to most subjects. A good voice and intonation with a fairly standard accent are as important as excellent language skills and the ability to concentrate hard. Competition for places is very keen and one depends on the outcome of a test to become an approved freelance interpreter. Her colleagues are graduates, though not necessarily in modern languages, but all have to be prepared, to a considerable extent, to lose or at least submerge their own identity and preferences, since they are dealing essentially with other people s ideas. Scope for creativity is obviously limited so Susan, like other freelance interpreters, has developed other working interests and activities.

Because of the intense nature of their work, freelance interpreters work a very variable number of days per year with a maximum of about 120. Rates of pay are excellent, so a very comfortable lifestyle including exotic foreign travel and an expensive social life is a possibility, expecially for those combining interpreting with other work. Opportunities for progression as a freelance are negligible, so Susan has developed other career interests while retaining a part-time commitment to the challenging and rewarding work of interpreting.

Employers of Interpreters

International assemblies such as the United Nations and the European Parliament have their own staffs of interpreters, though they also employ freelance interpreters as the need arises. Groups which meet for a short period and other international organisations like NATO or the International Atomic Energy Authority normally employ members of the Association Internationale des Interpretes de Conference (AIIC). Most members (about 400 with English mother-tongue) are freelance and take only those jobs which suit them. Since AIIC has this virtual monopoly of private-sector conference work, regular employment as a freelance is likely to be obtained only by Association members and acceptance is not easy. The most difficult condition is the requirement to have worked as an interpreter for a minimum of 200 days. The newly-trained freelance may take some years to accumulate this total and must be prepared to do other jobs to earn a living. Indeed about half the membership of AIIC continue to have other jobs, from which they take

time off to interpret. Financial rewards are excellent, though few interpreters can cope with more than 200 days a year.

The EEC is the largest employer of interpreters in the world, all Community meetings being serviced by interpreters employed by the Commission or the Parliament. The Commission itself offers a short course for student interpreters. This is open to graduates of any discipline fluent in at least two official Community languages. It lasts for six months and successful trainees are engaged for an initial period of two years as temporary staff interpreters. The majority of English-speaking interpreters are recruited through this scheme.

Temporary interpreters are appointed from graduates who successfully complete the Commission's six-month training course and from other graduates with interpreter training or experience who pass a special test. To become a permanent official it is necessary to succeed in one of the competitions held from time to time. In addition to mother-tongue English, candidates must have a very good knowledge of at least two other Community languages. There is still a demand for interpreters with English mother-tongue, especially those with less widely-known languages such as Danish, Dutch, Modern Greek, Italian and Portuguese. Those interested in working as interpreters with the Parliament should write to the Parliament direct.

The United Nations Organisation and some of its agencies employ staff interpreters in New York, Geneva, Rome and Paris. The language requirements are the same as for translators, but opportunities are few and previous experience is often required.

4

TEACHING MODERN LANGUAGES

School teaching attracts large numbers of modern language graduates. In 1986, approximately one fifth of all new language graduates embarked either upon teacher training courses (the normal prerequisite for teaching in state schools within the UK) or on teaching posts in the UK or abroad. Teaching tends to be attractive because it is an obvious way to 'use' languages, both at the spoken and written level and in the study of foreign literature. It is also a career which is familiar to all students. However, being a good teacher, and being happy in the job, require more than fluency in appropriate languages. Enthusiasm for one's subject, the ability to communicate with one's students and the resilience to cope with the pressures of the job are all essential.

Schools now offer most pupils the opportunity of studying a language at least in their first three years in the secondary system and it is the Government's intention that, in the future, a modern foreign language should be studied by all pupils from 11-16 as part of the national curriculum. The numbers of pupils continuing with languages beyond 16 has dropped to a very low level but this could also be improved when the new AS-level courses offer those specialising in other areas, e.g. science, an opportunity to retain an interest in a language. Hence numbers reading languages at school appear likely to increase sharply over the next few years. The position may be rather different in Scotland. At the time of writing, the Secretary of State for Scotland is currently studying formal advice on the overall provision of languages other than English in Scottish schools.

French continues to be the main language taught in schools. Only in a handful of schools are German and Spanish given even

an equal place alongside French as the pupils' first foreign language. Usually German, Spanish, Italian and Russian are taken up only by those already committed to French. According to a recent Government policy document, this traditional dominance of French is at variance with the needs of international trade and the service industries and the Government clearly states that LEAs and schools should ensure that a reasonable proportion of their pupils of all abilities study a language other than French as their first foreign language.

Faced with an increased demand for French and, particularly, other European languages and yet limited by staffing restrictions, headteachers are likely to look for candidates offering more than one modern language. For such graduates the availability of teaching posts is likely to be favourable over the next few years.

French is also taught in a few junior schools but teaching of a foreign language at the age of nine or ten occurs more frequently in middle schools (in cases where authorities operate a three-tier system). In such schools the specialist devotes a lot of time to language work but normally also doubles as a general class teacher.

There is a considerable amount of language teaching in colleges of further education, including some minority languages, especially Spanish. However, much of the work tends to be done by part-time staff. Opportunities for a few very able graduates arise in universities and polytechnics.

An area of teaching which often proves attractive to language graduates is Teaching English as a Foreign Language (TEFL). Most opportunities for recent graduates arise overseas. Posts for TEFL teachers also arise in the UK but several years' experience is normally required.

Finally, a number of organisations employ staff to teach their employees foreign languages. The Royal Army Educational Corps provides an array of language courses for Service personnel. German is the most important but there is a demand also for less common languages, including Arabic, Chinese, Gurkali and Russian. In industry, this work is often undertaken by the staff translator.

For more detailed information on teaching, see the AGCAS teaching briefing sheet, 'Teaching Modern Languages' and the information booklets, 'Teaching in Schools and Colleges in the UK' and 'Teaching English as a Foreign Language and Teaching Abroad'.

5

OTHER WAYS OF USING MODERN LANGUAGES

In the jobs described so far in this information booklet, the linguist is likely to be specialising in one, or possibly two, languages and using them for much of the working day. There exist, in addition, other jobs — in industry, commerce, transport and tourism, leisure, government, the media and international organisations — in which one is likely to use perhaps several languages and possibly one's knowledge of overseas countries and their inhabitants and culture, but only intermittently. For these jobs employers may well show a preference for language graduates, but they will also insist on other relevant skills. In particular, demand for numeracy is widespread.

Export Marketing and Selling

Fluency in foreign languages can be an advantage if you are trying to sell goods or services abroad, but personality and business acumen are more important to commercial departments than a knowledge of foreign languages. Flair without languages is useful, languages without flair are useless.

136

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The precise nature of the work varies considerably according to the type of product and the way in which the company is organised around the world. In firms selling mass-produced consumer goods, overseas marketing is likely to be similar to UK marketing and the graduate is initially likely to spend some time with the UK marketing department and the UK sales force before joining a small marketing team handling an overseas 'territory', or selling directly to foreign customers.

In firms producing specialised materials, plant or equipment, the pattern of work will be different. Recruits are likely to have a longer initial spell in the UK market, becoming thoroughly familiar with the technical processes, materials, specifications and terminology of the industry before getting involved in direct negotiations with customers or agents overseas.

On the whole a broad spread of foreign languages and the ability to pick up others is more useful in this work than a profound knowledge of just one. French, German and Spanish are most in demand. There are few direct trading links with Russia. However, there is a significant interest in Arabic especially among exporters of capital equipment. Knowledge of Japanese and, more recently, Chinese is becoming a valuable business asset.

Some firms prefer to recruit graduates from postgraduate courses in Marketing, especially those which specialise in export/international/overseas marketing. A list of courses if given in Appendix B.

See information booklets: 'Marketing' and 'Sales'.

Purchasing

No manufacturing process starts from scratch. Raw materials, semi-manufactured and manufactured components, plant and equipment are bought in, many from overseas. Someone has to make these purchases and it could well be a modern language graduate whom the company has trained in the techniques of getting quotations, negotiating prices and drafting contracts and working closely with the engineers and production staff who draw up the specifications and use the products when they are bought.

Many retail organisations purchase some of their merchandise from overseas suppliers. Here the buyer tries to estimate which goods in a particular range — fashion, china and glassware, furniture, electrical goods, etc. — will find favour with the public, and in what quantities. It is rarely possible to enter a buying department straight from university; entry is normally via experience in retail sales management.

See information booklets: 'Purchasing' and 'Retailing'.

Banking and Merchant Banking

Languages graduates often enquire about 'international banking'. It might be as well to distinguish the possible senses of this phrase.

Some of the major banking groups have a branch network overseas and it is possible that a graduate might end up doing the same sort of retail banking job overseas as another graduate is doing in a High Street branch in the UK. Strictly this is 'overseas banking', rather than 'international banking'.

Another sense of the phrase refers to the activities of banks in assisting trade across national boundaries. Importing and exporting are more complicated transactions than buying and selling within the UK market and the banks help the business executive with advice, with documentation, with the transmission of money and with finance. This is usually done from specialist offices in major cities and appropriate languages are useful.

Then again, the major international banks, and in particular the merchant banks and the foreign (American and Japanese) investment banks, will have specialist departments which seek to invest the bank's funds in international ventures. These activities require a lot of preliminary research and subsequent negotiation, and major projects could involve several banks all taking a share (e.g. the Channel Tunnel). Here languages are

obviously an asset but much more important is the ability to wheel and deal on the grand scale.

See information booklet: 'Retail Banking and Personal Financial Services' ('Banking' until October 1989) and 'Financial Markets and 'City' Institutions' ('The City' until October 1989)

Insurance and Insurance Broking

Many larger insurance companies have overseas departments and a chain of subsidiary companies, branches and agents overseas. The graduate entrant will normally spend the first three years or so training in all branches of insurance and preparing for the examinations of the Chartered Insurance Institute, but thereafter there can be opportunities to visit foreign clients or for postings overseas.

Much of the business originating overseas is in the form of re-insurance. This involves sharing risks with other companies both at home and abroad to prevent crippling claims having to be covered by a single company. It often entails travelling to other countries to arrange appropriate 're-insurance treaties' or contracts. There are some specialist firms dealing only in re-insurance.

The larger firms of insurance brokers advise on and arrange insurance on a world-wide basis and experienced brokers sometimes travel widely. Most business has traditionally been in English-speaking countries, but other foreign business is increasing and some firms express interest in graduates with a European language.

Lloyd's of London, the world centre for marine insurance broking and other types of international insurance, has only limited employment openings for linguists.

See information booklet: 'Insurance'.

Accountancy

Many of the clients of the large firms of chartered accountants are international companies which need integrated audits of their UK and foreign operations. Obviously this provides scope to use foreign languages and there are excellent opportunities to work for a period (usually two—three years) in a foreign branch.

Some international manufacturing companies organise their own internal audit department as a centralised service and management accountants employed there will visit all the countries in which the firm operates. The qualified management accountant also has good opportunities to serve overseas for a longer period within one of the company's foreign operations.

In the public sector, one of the responsibilities of the National Audit Office is to audit the performance of certain specialised agencies of the United Nations and international organisations such as UNESCO in Paris and GATT in Geneva. Opportunities arise for postings to Rome, Geneva and Paris after qualifying professionally.

See information booklet: 'Accountancy and Financial Management'.

Patents and Trade Marks

Since the European Patent Office was set up in 1978, it has become more important for patent officers to have knowledge of another European language, although a scientific or technical degree is the usual prerequisite. However a technical degree is not essential for a trade mark agent who handles the registration of a trade mark (symbol or proprietary name) in all countries where the trade mark owner wishes to operate.

See information booklet: 'Information Management'.

Shipping Services

The Baltic Exchange in London is the world centre for the matching of cargoes that need moving to the shipping available, and for finding cargoes for empty ships. Many recruits join shipbroking firms straight from school but some member firms do take on a few graduates as well. Some shipbroking firms also act as ships' agents through their representatives in foreign ports. They deal with local operational matters on behalf of a

138

ship's owners. A knowledge of one or more foreign languages is helpful although English is the language of international shipping.

See information booklet 'Financial Markets and City Institutions' ('The City' and 'Transport and Distribution' until October 1989).

Freight Forwarding

The process of moving goods swiftly and efficiently around the world by land, sea or air is a specialist service offered to importers and exporters by firms of freight forwarders. The expertise of these firms lies in understanding international rates and routes and in arranging for the carriage of goods, appropriate documentation, customs clearance and insurance. The majority of freight forwarding employers are small firms which do not deliberately seek graduate recruits. The larger companies are international organisations with their own management trainee schemes. Linguistic skills are a positive advantage in these posts if coupled with energy, determination and entrepreneurial flair.

See information booklet: 'Transport and Distribution' (also 'The City' until October 1989).

Travel and Tourism

There is a wide range of potential employers, large and small, in the travel and tourism industry — tour operators, travel agencies, business travel specialists, villa rental companies, airports, airlines, ferry operators, tourist boards and local authority tourist departments. Vacancies do arise in all of these organisations from time to time but the employer does not always seek a degree qualification, nor foreign language skills.

Some tour operators (International Thomson Organisation, Saga Holidays and Thomas Cook) recruit small numbers of graduates for their training schemes. Competition for these vacancies is fierce since they are open to graduates of all disciplines. A key attribute sought by employers is a strong sense of commercial awareness, with language skills being an added attraction.

Work as a courier is usually seasonal and seldom offers a long term career. It does, however, require a high level of fluency to organise tourists in and out of airports, coaches and hotels, act as guide, handle paperwork relating to passports, travel documents, accident and injury forms, and company reports etc.

Travel agents recruit staff, including graduates, for what is really retail shop work. These posts offer little opportunity to use foreign languages but the knowledge of the industry acquired, as well as the contacts established, may lead to better things.

Amongst the airlines, British Airways intermittently recruits graduates of any discipline to its Administrative Training Scheme which serves departments such as personnel, marketing, finance and operational management (planning flight schedules and providing for the care of passengers). Fluency in a foreign language is only a marginal asset. Some foreign airlines have been known to recruit language graduates to their London offices into administrative, clerical and financial posts. Most airlines require a knowledge of at least one foreign language for their steward/stewardess posts.

The British Tourist Authority, the national and regional Tourist Boards and some local authorities recruit some graduates either as information receptionists or as tourist guides. For employment with the BTA and the London Tourist Board, entrants should have at least two European languages (in addition to English) at a good conversational level.

There are postgraduate courses in Tourism at Surrey and Strathclyde Universities and at Manchester Polytechnic (Hollings Faculty). For full details see 'Survey of Postgraduate Courses in Tourism', AGCAS, 1987. In some instances business-related first degrees are preferred to language degrees so it is advisable to check entrance requirements carefully.

See information booklet: 'Tourism'.

139

Hotels and Catering

The ability to use foreign languages is usually not considered important within British hotels but some groups do have hotels abroad and can arrange transfers once experience has been gained. This experience is also a considerable asset in seeking management posts abroad with overseas-based employers.

The first step in gaining experience is to join a training scheme operated by an hotel group. For most language graduates this first means taking a postgraduate course since few employers are willing to consider graduates for their management training schemes unless they have already completed a relevant course of study. The MSc/Diploma course in International Hotel Management at the University of Surrey may be of particular interest to linguists, but details of all such courses are given in the 'Survey of Postgraduate Courses in Hotel and Catering Management', AGCAS, 1987.

See information booklet: 'Hotel and Catering Management'

Advertising and Market Research Agencies

Most large advertising agencies have associated companies in other countries, and staff with two or three years' experience can often arrange to spend a period abroad.

Some market research agencies undertake work overseas for British clients or take commissions in the UK for foreign clients. The chances of carrying out projects abroad are limited, since agencies often collaborate with overseas associates. Nonetheless, opportunities do arise for short trips abroad and a knowledge of foreign languages can be an asset.

See information booklets: 'Advertising and Public Relations' and 'Market Research and Social Research' ('Market Research' until October 1989)

Diplomatic Service

The Foreign and Commonwealth Office recruits each year about 20 honours graduates to Grade 8 posts through the highly-competitive Appointments in Administration scheme. Although the work obviously involves the use of foreign languages, most recruits are not language graduates. A year or so in London is followed by appointment to an embassy or mission abroad or training in a 'hard language' such as Russian, Arabic, Chinese or Japanese. Most posts abroad involve dealing with representatives of overseas governments, explaining British foreign policy and negotiating over particular issues, or promoting exports and assisting trade. London postings (about three years in every eight) mean working as the 'desk officer' for a geographical area or on an issue such as nuclear energy or maritime law.

About another 15 graduates are recruited annually through Executive Officer entry to Grade 9 posts. The closing date is usually in October. These entrants generally do a wider range of work—including some routine jobs—but broadly follow the same career pattern as Grade 8 entrants. Their first three years are normally spent in London and the rate of promotion is slower unless they are transferred to the Grade 8 stream.

The Research Department has occasional vacancies for graduates with a good academic record and a sound knowledge of international political history. The work includes the study and collation of information on the historical, economic and political background of foreign countries and current affairs. There may be the chance of a posting abroad but the job is essentially London-based.

Other Government Posts (see also Sections 2 and 3)

Languages and experience of foreign countries can also provide a useful background for those entering departments of the Home Civil Service such as Trade and Industry, Environment and Transport and Overseas Development Administration, where much of

the work is international in flavour. For example, the Department of Trade and Industry is responsible for international trade policy and the promotion of UK trade and commercial interests in all countries including the EEC. As a result, the Department may offer opportunities to staff to serve in Embassies and UK Representations abroad. Occasional opportunities also arise for those wishing to use their languages in Customs and Excise, the Immigration Service and at the Government Communications Headquarters.

BBC

The BBC Monitoring Service at Caversham Park, near Reading, whose task it is to listen to broadcasting stations throughout the world, requires Foreign Language Monitors with a command of one or more foreign languages (Slavonic and Oriental languages are in particular demand), the ability to translate into good English, and an understanding of world affairs. The Foreign Broadcast Information Service, also at Caversham, belongs to the US Government and employs Russian graduates for translation work.

The External Services of the BBC broadcast news, talks, magazines and discussion-type programmes in a wide range of languages including English. For this work they require producers, scriptwriters and studio managers. All should have detailed knowledge of the countries to which they are broadcasting but knowledge of the foreign language concerned is of secondary importance. Recruitment is through the Production Trainee and Studio Manager Trainee Schemes.

See information booklet: 'Arts Production and Administration'.

Librarianship and Information Work

The ever-growing intake of foreign literature and periodicals offers scope for the linguist who has qualified as a librarian. Language knowledge is increasingly required for national libraries, the libraries of universities, polytechnics, colleges and government departments, and specialist libraries in many other types of organisation.

The related area of information work also presents some opportunities for the linguist. Each year roughly a million new items are published in scientific and technical publications, about half of them in languages other than English. The acquisition, evaluation and dissemination of this information to those who need it in the course of their work is the province of the information scientist. Scientific knowledge as well as linguistic ability is required so a science degree is usually preferred, though some posts are suitable for linguists.

See information booklet: 'Information Management'.

International Organisations (see also Sections 2 and 3)

There are now good opportunities for graduates of any discipline to obtain general administration posts in the Commission of the European Communities. Recruitment of new graduates takes place at the A8 level (approximately equivalent to the Civil Service Administration Trainee entry) and at the B level (Civil Service Executive Officer entry), while for the higher A7 posts, two years of work experience or postgraduate study following graduation are essential. As in the case of translation posts, the selection procedure is very long. If you would like to see something of the EEC before applying you might consider the stagiaire scheme, offering a five month work placement in Brussels. Students can apply for this scheme during their final year of study.

The other institutions of the EEC have a much smaller demand for graduate staff. Vacancies for UK personnel in the United Nations and its agencies are rare. Posts in administration demand considerable practical experience as well as high academic achievement. Professional and technical staff, though recruited more frequently, also require several years' appropriate experience.

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Secretarial Work

In the UK there is some demand for secretary/linguists in most of the fields mentioned, but many of these opportunities are in London. Outside London, even in major cities, it is much harder to find a secretarial job where foreign languages will be used, and salaries tend to be much lower.

Good secretaries are in demand in most capital cities around the world. You would normally need a good idiomatic command of the native language. The irony is that, in non-English speaking countries, your English, not your foreign languages, would be your principal asset, in addition to your secretarial skills. The EEC debars graduates from secretarial posts but other international organisations (UN, NATO, World Bank, etc.) recruit English-speaking secretaries with a knowledge of at least one other language. The Foreign and Commonwealth Office has a steady demand for graduates; 18 months in London can be followed by posting to an embassy or other mission abroad.

If you want to work in a foreign language, you might wish to take a secretarial linguist course, usually of one year's duration. In addition to providing the normal secretarial skills — shorthand, typing, communication skills and general secretarial practice — such courses help you to learn how to apply your language skills in a commercial or administrative context. A considerable amount of time is spent on developing interpreting and translating skills and learning foreign shorthands. Most courses lead towards the Royal Society of Arts Diploma for Bilingual Secretaries. Alternatively, if time is limited or financial problems arise—and grants can often be a problem—it is possible to take rather shorter courses concentrating simply on the basic secretarial skills listed above.

See information booklet: 'Secretarial Work'.

Other Possibilities

It is impossible to cover every opportunity to use languages. Indeed there are few fields where there is no niche for using languages — there are international property dealers, firms of solicitors which specialise in representing Britons in foreign countries when they crash their cars or get involved with the police, and even local authority international liaison officers. But we mention here a few others because students often ask about them.

Publishing

A large proportion of the books published in Britain (especially educational) are exported. This is akin to export sales and marketing. Foreign language dictionary publishers also employ graduates as lexicographers.

See information booklet: 'Publishing'.

Journalism

A few British journalists work abroad especially for Reuters, which recruits a few graduates each year. Some graduates (most likely in unusual languages) get jobs on academic and trade journals dealing with particular parts of the world.

See information booklet: 'Journalism'.

Management Consultancy

Each year a few new graduates find jobs with management consultancy firms (usually to train in finance or computing) but most consultancies prefer to recruit experienced staff. Consultancies are usually international in scope and are employed by firms who do not have the necessary expertise available in-house for a particular project. The need for linguistic expertise may well be one reason why a client firm uses a consultancy.

See information booklet: 'Management Consultancy' (from April 1989).

Museums

The British Museum has regional departments (Oriental, Western European, etc.) where appropriate languages can be important. The Imperial War Museum and other military museums like some recruits to have German, French, Italian or Japanese. Provincial museums seldom have language requirements.

See information booklet: 'Museums and Art Galleries'.

142

Voluntary Organisations

In addition to the many opportunities they offer graduates to undertake voluntary work overseas, relief organisations (e.g. Christian Aid, Oxfam, War on Want, International Red Cross) employ field staff. Amnesty International recruits the occasional graduate but has a very small staff. The World University Service employs graduates to deal with refugees but the requirements of this and other refugee aid organisations depend on the level of Government funding and the native language of each wave of refugees. The British and Foreign Bible Society and similar organisations produce texts in almost every known language. Most of the permanent staff employed by such organisations would have gained considerable administrative and overseas experience prior to recruitment.

6

WHAT NEXT?

We hope that this information booklet has shown you that a languages degree is highly marketable and could lead you into a very wide range of jobs with many different organisations. To find out more about these opportunities you should follow up the references at the end of each section, refer to Appendix B which lists some postgraduate courses of interest to linguists and Appendix C which gives many other sources of information plus addresses of useful organisations. You will find most of this information in your careers service. Finally, in Appendix A you can find out where 1986 graduates actually went immediately after graduation.

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143

7

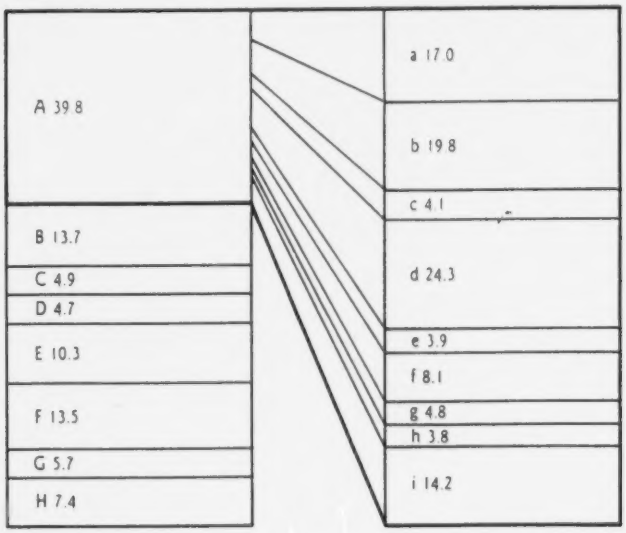
APPENDICES

Appendix A — What Happened to those who Graduated in Modern Languages in 1986

University

First Destination (1986)	
Men	1,106
Women	3,396
Total	4,502

Type of work (1986)	
Men	403
Women	1,188
Total	1,591



The Global View

A Permanent employment in the UK (more details opposite).

B Work overseas, permanent and temporary. The largest group are those teaching English to foreigners.

C Temporary jobs in the UK expected to last not more than three months.

D Further academic study e.g. MA, MPhil etc.

E Teacher training.

F Other full-time training (includes management training, training for law and bar exams, computing, library work, secretarial and others).

G Overseas students returning home and other graduates not available for employment.

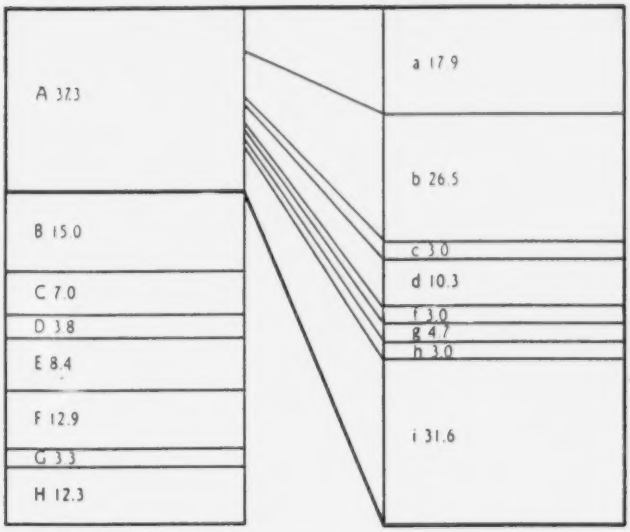
H Still seeking job or course place six months after graduation.

Sources: Universities Statistical Record
What do Graduates do? 1988. Hobsons Publishing PLC and AGCAS 1987

Polytechnic

First Destination (1986)	
Men	217
Women	626
Total	843

Type of work (1986)	
Men	59
Women	175
Total	234



Type of work taken by those entering permanent employment in the UK

a Includes mostly general administrative work, e.g. in Civil Service, NHS and local government but also management traineeships not more specifically classifiable; also production, transport and distribution management, hotel and catering management.

b Sales, marketing, buying, retail management, market research, advertising, public relations.

c Computing, information technology, systems analysis, organisation and methods.

d Financial work including accountancy, banking, insurance investment work, stockbroking and tax.

e Journalism, literary and creative work, editorial work, stage and film, also sports.

f Libraries, museums, archives, non-scientific research, translating and interpreting.

g Health and social welfare, nursing, careers work, social work, police.

h Teaching and lecturing in school, college or higher education.

i Others including secretarial, clerical and manual work.

Appendix B — Some Postgraduate Courses of Interest to Linguists

The following list is a selective one and details can change from year to year. More details are given in 'Survey of Postgraduate Courses in Translating and Interpreting', AGCAS, 1988, 'Survey of Postgraduate Courses in Marketing', AGCAS, 1987, 'Survey of Diploma in Management Studies (DMS) Courses', AGCAS, 1988, and in the latest edition of 'Graduate Studies', CRAC, available in your careers service.

The Association Internationale des Interpretes de Conference (AIIC) also publishes a booklet, 'Guide des Etablissements Proposant des Cours en Interpretation de Conference', listing courses in interpreting in 22 countries.

Translating and Interpreting

University of Bath:
Diploma in Language Studies (Interpreting and Translating)

MA in Translation and Linguistics (Arabic/English)

University of Bradford:
MA/Diploma in Interpreting and Translating

University of Durham:
MA/Diploma in Translation (English/Arabic/English)

Heriot-Watt University:
MSc in Interpreting and Translation (for native Arabic speakers)

University of Kent:
Diploma in Vocational Techniques for Career Linguists

Polytechnic of Central London:
Diploma in Conference Interpretation Techniques

Diploma in Technical and Specialised Translating

University of Salford:
MA in Advanced Language Studies (part-time)

MA/Diploma in Translation (for native speakers of French/Spanish/Portuguese/Arabic)

University of Surrey:
MA/Diploma in Translation

University of Warwick:
MA in Translation Studies (literary)

London School of Translators and Interpreters:
Diploma in Commercial Translation

Diploma in Commercial Interpreting

Acquiring a New Language

The following courses give people the opportunity to acquire a new language from scratch.

University of Durham:
Diploma in Chinese

Ealing College of Higher Education:
Diploma in Chinese

University of Sheffield:
MA/Certificate in Japanese Studies

University of Strathclyde.
Diploma in Russian

University of Surrey:
Diploma in Russian

Business Courses of Special Interest to Linguists

University of Bradford:
MBA (option in international business)

City University:
MBA Export Management and International Business

Buckinghamshire College of Higher Education:
Diploma in Export Marketing

Cranfield School of Management:
MA in European Management

Essex Institute of Higher Education:
Diploma in European Business Management and Information Systems

London Business School:
MSc in International Business

Manchester Business School:
MBA (option in international business)

Manchester UMIST:
MSc in Marketing (option in international marketing)

Napier College, Edinburgh:
Diploma in European Marketing and Languages

Newcastle Polytchnic:
Diploma in Marketing Studies (includes international marketing)

North East London Polytechnic:
Management Studies (Marketing Management) (French and German options)

North Staffordshire Polytechnic:
Diploma in International Marketing

University of Reading:
MA in International Business and International Financial Management)

University of Salford:
MA in Marketing and a Foreign Language

University of Strathclyde:
MSc/Diploma in International Marketing (option in export marketing)

Teesside Polytechnic:
DMS in International Management

DMS in Management Studies (option in international marketing)

University of Ulster:
MBA International Business and International Development

Appendix C — Sources of Further Information

Reading

A J Raban and C Tobin, *Opportunities to Work in the European Community's Institutions*, ACCAS, 1988. Available at your careers service

A J Raban, *Working in the European Communities*, CRAC 1988. Available at your careers service

A J Raban, *Courses in European Studies and Jobs in Europe*, ACCAS, 1988. Available at your careers service

EEC, *A Career in the Commission of the European Communities*, 1985. Available at your careers service

Department of Education and Science/Welsh Office, *Foreign Languages in the School Curriculum*, 1988. *Languages at Work*, 1984

Careers and Occupational Information Centres (COIC), *Working in Languages*, 1987

L Hantrais, *Using Languages in a Career*, Aston Modern Languages Club, 1985

Institute of Linguists, *Careers in Translation*, 1987. *Interpreting*, 1987. *Bilingual Secretarial Work*, 1987.

Institute of Translation and Interpreting, *So you think you'd like to be a Translator or Interpreter*, 1987. *Starting up as a freelance translator*, 1988. *A Career as a Staff Translator*, 1987

H Steadman, *Careers using Languages*, Kogan Page, 1982

Videos

'*Language in Industry*', made by Baker-Perkins, and '*Languages at Work*', made by Rowntree Mackintosh, both illustrate ways in which their staff use foreign languages in their work. Available at some careers services. '*Window on Europe*' made by the European Commission to promote its Stagiaire Scheme. Available at your careers service.

147

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Useful Addresses

Association Internationale des Interpretes de Conference (AIIC).
10 Avenue de Secheron. CH 1202 GENEVA

BBC External Services.
BBC Appointments Department.
Broadcasting House. LONDON W1A 1AA
Tel: 01 580 4468

Centre for Information on Language Teaching and Research (CILT).
Regent's College. Regent's Park. LONDON NW1 4NS
Tel: 01 486 8221

Civil Service Commission.
Alencon Link. BASINGSTOKE. Hampshire RG21 1JB
Tel: 0256 29222

Institute of Linguists.
24a Highbury Grove. LONDON N5 2EA
Tel: 01 359 7445

Institute of Translation and Interpreting.
318a Finchley Road. LONDON NW3 5HT
Tel: 01 794 9931

International Recruitment Unit.
Overseas Development Administration.
Abercrombie House. Eaglesham Road.
EAST KILBRIDE G75 8EA

North Atlantic Treaty Organisation.
1110 BRUSSELS

Translators' Association of the Society of Authors.
84 Drayton Gardens. LONDON SW10
Tel: 01 373 6642

United Nations Information Centre.
20 Buckingham Gate. LONDON SW1E 6LB
Tel: 01 630 1981

INSTITUTIONS OF THE EUROPEAN COMMUNITIES

Commission of the European Communities

(Information Offices in the UK):

8 Storey's Gate. LONDON SW1P 3AT

4 Cathedral Road. CARDIFF CF1 9SG

7 Alva Street. EDINBURGH EH2 4PH

Windsor House. 9/15 Bedford Street.
BELFAST BT2 7EG

Applications for 'Stagiaire' Posts:

Bureau des Stages. Secretariat General. CEC.
Rue de la Loi 200. 1049 BRUSSELS

(Applications for Interpreting Posts and Short Courses):

Joint Service Interpretation/Conferences.
CEC. Rue de la Loi 200. 1049 BRUSSELS

Council of Ministers.
Rue de la Loi 170. 1048 BRUSSELS

Economic and Social Committee of the European Communities.
Rue Ravenstein 2. 1000 BRUSSELS

European Court of Justice.
PO Box 1406. GD of LUXEMBOURG

European Parliament.
European Centre. Kirchberg. GD of LUXEMBOURG

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• Conservatives in the European Parliament •

A STUDENTS' GUIDE TO EUROPE

by Caroline Jackson MEP

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by Caroline Jackson MEP

· Conservatives in the European Parliament ·

CONTENTS

		Page
1	Studying in Europe	5
2	Vacation work in Europe and other opportunities	6
3	Awards and scholarships	7
4	Youth projects	8
5	Post Graduate training in EC Institutions	8
6	Young Worker Exchange Programme	9
7	International Association for the Exchange of Students for Technical Experience	10
8	Earning your living in Europe	10
9	Social Security in Europe	12
10	Earning your living in Europe – opportunities in the longer term	14
11	Two new programmes of interest to students: ERASMUS and COMETT	16
12	List of useful addresses	19
13	Using your MEP	23

The Author

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1. STUDYING IN EUROPE

Visits and Exchanges

If you are still at school you will probably find that your own school already runs a programme of exchange visits with a school in Europe. But if you want to find out about a wider range of possibilities, then you need **Home from Home**, price £3.50 plus 55p postage, from the Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE. This publication is a new international guide to homestays, termstays and exchange visits, with information on reputable organisations able to arrange stays with families in Britain and 40 countries around the world, with detailed sections giving practical information and advice, including school and class linking schemes and penfriend services, which in themselves often lead to homestays and exchange visits.

Higher and Further Education Opportunities

If you are already at college or university and are thinking of studying for a further qualification in another European country, then the indispensable guide is: **Higher Education in Europe: A Guide to Courses and Institutions in Ten Countries**. This is produced by the European Commission and costs £8.00. HMSO also produces a **Directory of Higher Education Institutions**, costing £8.70. Schools and college libraries should be urged to have copies available.

The **Guide** will tell you about the courses available and the entry qualifications demanded for them. You can then follow up by writing to the University/college of your choice for a detailed prospectus. The golden rule is always to get going early, both to find a place, and to find the finance, through grant, loan or scholarship.

If you are still at the stage of choosing courses or colleges in the United Kingdom, and you are interested in spending a period in another European country, then try and find out whether this is an option in the courses you prefer. Some universities and polytechnics which concentrate on the more practical application of language, or which combine language studies with, for example, business or management studies have well-established links with commercial firms in other European countries, or have placement services for students wanting to gain practical experience in Europe.

The two best known post-graduate European study institutions are:

The European University Institute in Florence. There are four departments: History and Civilisation, Economics, Law, and Political and Social Sciences. Groups of staff and students work together on research projects with a European aspect; students also study for the Institute's doctorate. Places are very limited and British applicants must have a good (at least upper second) honours degree and a good

working knowledge of at least two Community languages, one of which may be English – most seminars are given in English and French. The Institute offers intensive courses in French, Italian (and English) each September. Selection starts in January. Admission is for one year, renewal for a second or third year depending on performance. A limited number of grants are paid by national governments. Further Information from the EUI, Badia Fiesolana, 5 via dei Roccettini, 1-50016 San Domenico di Fiesole, Firenze or from the Department of Education and Science in London.

The College of Europe in Bruges. This offers a one-year European studies course. Students can choose between three specialised fields of study –administration, economics or law – and must do three courses from a pluridisciplinary programme. The course leads to the examination for the Certificate of Advanced European Studies, and, later, if a thesis is submitted, to the degree of Master of Advanced European Studies. There are about 130 students. Applicants must have at least a BA in a relevant discipline, and a good working knowledge of English and French. Details of admission procedures from the British Committee for the College of Europe, Europe House, Whitehall Place, London SW1A 2HA. Details of grants and scholarships are available from The European Educational Research Trust, 1 Whitehall Place, London SW1A 2HA.

2. VACATION WORK IN EUROPE AND OTHER OPPORTUNITIES FOR STUDENTS

There is obviously a wide range of vacation work available. The best directories are available from the Central Bureau who publish two invaluable guides: **Working Holidays 1988**, price £4.80 plus 55p postage, is a comprehensive and authoritative annual guide to thousands of short-term paid and voluntary work opportunities available throughout the year in Britain and in over 100 countries worldwide with extensive practical information, including details on opportunities for the year between school and university; **Volunteer Work**, price £3.00 plus 55p postage, is a comprehensive guide to medium and long-term voluntary work and service with information on over 100 organisations recruiting volunteers for projects in the UK and in 153 countries worldwide. Although the opportunities are mainly for those with skills/experience, there are projects for those with motivation and interest, but who have limited qualifications or experience. You might also like to spend some time teaching your own language in Europe at one of the numerous summer language schools that exist. Standards vary, and some schools insist on teachers having a diploma in teaching English as a foreign language.

Working as an 'Assistant'
The assistant scheme is a form of exchange: foreign teachers and students come to work for a period in British schools and colleges, giving them the advantage of a native speaker of the language concerned: British students and young teachers spend a reciprocal period abroad. Candidates should be between 20 and 30 and normally have completed two sessions of a degree or diploma course in modern languages at the time of taking up their post abroad. Graduates or teachers of modern languages with no more than two years experience may also apply for posts.
For further details, contact the Assistants Department at the Central Bureau, but remember that if you are at university, college or polytechnic, your own language department probably has experience of the scheme. Apply early; applications must be in by December of the previous year.

Working as an 'Assistant a temps partiel'
The French Ministry of Education now offers a limited number of places as part-time Assistants in French state secondary schools. Candidates must have 'A' level French and be at least 18 and not more than 20 when they take up the appointment, which runs from January to June. Competition for places is always heavy and priority goes to candidates who intend to study French as their main or joint honours subject. Lodging is provided, usually free, meals are subsidised and there is a small monthly allowance. ATPs work under the supervision of the English teaching staff and help them in classwork: they work a timetable of about 10 hours a week.
Applications close in mid June of the previous year. Further details from the Central Bureau.

3. AWARDS AND SCHOLARSHIPS

Project Europe Travel Bursaries
A limited number of bursaries are available to young people (16-19 years) who wish to carry out a project in a member state of the EEC.

European Schools Day Awards
A range of awards are available for children of various age groups. Awards include small prizes and, for the 16-19 age group, substantial grants to attend international prize winners' gatherings. The United Kingdom has not taken much part in the scheme up until now but this year (1987) a new national committee has been formed which aims to encourage increased participation so it well worth finding out about it.
For further details of **Project Europe** and **Schools Day Awards** contact the Central Bureau.

Peter Kirk Scholarships
A small number of scholarships are awarded annually by the Fund set up in memory of Sir Peter Kirk, the first leader of the Conservatives in the European Parliament. The scholarships are intended to finance three-month study projects relevant to modern Europe and the European institutions. They are open to school-leavers, university students and industrial and professional trainees, all in the age-range 18-24. Applicants should submit a synopsis and time-table, and after completing the project submit a written report. The number and size of the scholarships varies: in 1987 nine scholars received £650 each. Scholarships are awarded in the late spring and the closing date for 1988 is likely to be 1/3/88. Write for details to Gap Activity Projects, 7 Kings Road, Reading, RG1 3AA.

4. YOUTH PROJECTS

The Youth Exchange Centre, Seymour Mews House, Seymour Mews, London W1H 9PE, is responsible for running a certain number of national, innovatory projects for young people. These include English Language Camps in Hungary, Poland and Turkey, and British-German schemes for community service and work experience. For further details, contact the YEC.

5. POST GRADUATE TRAINING IN THE EC INSTITUTIONS

Working as a Stagiaire with the European Commission
The European Commission in Brussels runs a scheme of in-service training for trainees known as 'stagiaires'. Training periods begin with a general introduction to Community matters, lasting about a fortnight. After that trainees are attached to Commission departments where advisers are appointed to guide and supervise their work. They therefore have the opportunity to see how the Commission works from the inside, to attend meetings on subjects of interest to them, and generally to take part in the work of the department they are assigned to. At the end of the 'stage', the work of each stagiaire is assessed, and in the light of this they receive a certificate specifying the length of training and the department to which they were attached. These training periods last at least 3, and at most 5 months. Trainees must be under 30 and either (a) university graduates or holders of diplomas equivalent to university degrees, or (b) students who have successfully completed at least 4 years university study, or (c) public or private sector employees, provided they have a university degree, or equivalent diploma or have been engaged in 'advisory duties' for at least 3 years. Applicants must have a thorough knowledge of one Community language and a satisfactory knowledge of one other.

156

Applications must be received 4½ months before the start of training, i.e. by 30 April or 30 September.
Being a stagiaire is such a valuable introduction to working in the Community institutions or elsewhere in Europe that places are heavily oversubscribed. Priority is given to applicants who have completed or started a course on European integration, or who already hold posts in the public or private sector which require a thorough knowledge of Community activities. Applicants can indicate preferences for different areas of Commission work: it is then up to the Commission departments to go through the lists of applicants and pick out those they want.
Stagiaires may be awarded maintenance grants, the amount depending on, *inter alia*, the spouse's salary, any pay still received from the employer etc. Travel expenses to and from Brussels are reimbursed and contributions to sickness insurance are compulsory.
Stagiaireships are much sought after, but the British quota is undersubscribed. If you are considering this option, consult your MEP, who can advise you and in some cases arrange introductions.
For further details contact: Michel Colmant, Information Interne-Stage, Commission of the European Community, 200 rue de la Loi, B-1049 Brussels.
Note: The Commission also runs in-service training for trainee interpreters. Training may not exceed 6 months, and the start is fixed case by case. Details from the above office.

Working as a Stagiaire with the European Parliament
The European Parliament runs a smaller training scheme for stagiaires, who are based with the Parliament's main secretariat in Luxembourg. Details are available from the Personnel Department, European Parliament, Centre Europeén, B.P. 1601, Luxembourg.
For all EC institutions, see *Careers in Europe: Opportunities in the European Community Institutions for U.K. graduates*, published by the Management and Personnel Office, Civil Service Commission.
Application forms from the European Commission Information Office, 8 Storey's Gate, London SW1P 3AT.

6. YOUNG WORKER EXCHANGE PROGRAMME

If you are aged between 18 and 28, have received basic vocational training and are no longer in full-time education you might be eligible to participate in a young worker exchangè project.
Projects are arranged by the Central Bureau in collaboration with other promoting bodies and international organisations in the Community countries. Two types of project exist: short term and long term.

Short Term
The short term option offers young people an organised programme of meetings and visits over a period of between three weeks and three months focusing on a particular facet of an industry or a specific sector or profession in the host country. Such programmes also include some social and cultural activities. The aim of short term projects is to immerse participants in the host society in a brief period and to provide them with a broad and balanced view of a topic within the overall context of the economic and social climate of the host country.

Long Term
The long term option offers the opportunity to undertake a period of practical work experience in another country. Projects are generally of four or six months duration but longer placements may also be offered in some countries.
Both options provide unique experience of another European Community country and a different working environment.
Further details are available through the Central Bureau.

7. INTERNATIONAL ASSOCIATION FOR THE EXCHANGE OF STUDENTS FOR TECHNICAL EXPERIENCE (IAESTE)

IAESTE is a worldwide scheme enabling students in higher education to undertake course-related work placements in 50 countries around the world, including the EC member states.
In the United Kingdom the programme is administered by the Central Burea. The IAESTE programme provides a placement service and administrative facility for educational institutions seeking to provide their students with practical work experience and training overseas either during the summer vacation or possibly for a sandwich placement.
Students should check to find out if their institution is affiliated to IAESTE (UK) and application should be made through their institutional coordinator. In return for traineeships abroad placements in British industry have to be found for foreign students. If you are interested in a work placement in another country you will substantially enhance your chances if you can identify an opening in a UK firm for a foreign student.
Further details are available through the Central Bureau.

8. EARNING YOUR LIVING IN EUROPE

How "free movement" affects you
The EC Treaty provides for an end to
"discrimination based on nationality between workers . . . as regards

employment, remuneration and other conditions of employment" (Article 48)

Apart from some very limited exceptions, this opens up the Community labour market to all citizens of the Member States, and governments cannot use high unemployment as an excuse to prevent such movement. In practical terms this means that potential employees do not have to seek prior approval from the authorities of the host-country before starting work. You will not need a work permit; but in certain countries you will need a residence permit. These can be obtained automatically from the relevant police or immigration authorities by Community citizens who produce a passport and a work contract. Once your period of employment ends, as a Community citizen you will retain the right to remain in the host-country as long as you like. N.B. The "rights to work" described in this section apply to arrangements with Greece from 1 January 1988 and with Portugal and Spain from 1 January 1993.

Looking for Work in Europe

The European Community still has very high unemployment, and over half the Community jobless are under the age of 25. Long-term work will therefore be hard to find, but you have the advantage of flexibility, adaptability and geographical mobility, and you should not find it an insurmountable problem to find a short to medium term job. And the SEDOC system and the Community schemes exist to help you find what you want. The EC social security arrangements help protect your benefit and pension rights when moving between Member States.

Using the SEDOC system

SEDOC are the (French) initials of the European system for exchanging information on job vacancies between the employment services of the EC countries. Greece joins SEDOC from 1.1.88 and Spain and Portugal from 1.1.93.

Local job centres have access to a central computer which lists jobs, together with a description of relevant skills, experience or aptitudes. These lists are available to you by making an enquiry at the job centre using form ES13. This form is then sent to the appropriate authority in the other Member State who will direct the enquiry either to where suitable employment is to be found or to a specific town or area if you have given this. You can also obtain from job centres practical advice on how to apply for any job that suits you.

Note that vacancies notified through the SEDOC system are for permanent work and only rarely for temporary vacation work. In addition, a skill or professional qualification preferably with some years experience and a good working knowledge of the language of the

country you want to go to are usually required.
You can, if you prefer, make your own enquiries in other Member States via the local employment services. Their addresses are given in the appendix. If you attempt to apply direct to them you will probably find that the reply will come through the British employment service: but once you are in the country where you want to work you are entitled to use the services of the local offices of the national employment service.

"On the Spot prospecting" — a unique opportunity.
If you are receiving unemployment benefit in the UK and have been looking for work in the UK for a specific period, usually one month, and wish to try to find work in another Member State but have no job-offers here, you may extend your search to the Member State in question **and arrange for your UK unemployment benefit to be paid to you while you are abroad for up to 3 months.**
Tell your unemployment benefit office well in advance that you wish to do this and they will arrange for the DHSS Overseas Branch to issue you with form E303 authorising your benefit to be paid in the other Member State. Benefit will be paid by the other State providing you register for work there within 7 days of last being available to the employment service in the UK and you comply with all the control procedures in that Member State. Benefit can be paid only once in this way between two spells of employment.
If you intend working in Greece, Portugal or Spain before the "rights to work" dates given on page 14, you must obtain employment and a work permit to cover it before you go. (Unless you are a national of one of those Member States and are returning to that State, you will not be able to look for work there and get unemployment benefit whilst you are doing so.)
If after 3 months you are unable to find employment you will have to return to the UK to retain the right to further benefit. **If you have just left school or college, have signed on as unemployed and are receiving supplementary benefit because you do not qualify for unemployment benefit, note that you cannot receive any supplementary benefit abroad.**

9. SOCIAL SECURITY WHILE YOU ARE WORKING IN EUROPE

Generally you will be insured under the social security legislation of the country in which you work. In return you will be entitled to the same benefits as nationals of the Member State in which you are working. The benefits vary considerably from one Member State to another and you may wish to check which benefits you are covered for.

162

If necessary, periods of work and contributions made in other Member States, including the UK, can usually be taken into account to establish your entitlement to benefits. You should therefore make sure you take with you a record of your UK national insurance number. The social security authorities of the country you are in will write to the Overseas Branch of the DHSS to obtain details of your UK insurance if and when they need them.

A series of booklets is published by the European Commission dealing with social security rights for migrant workers. These extremely useful guides, entitled "Social Security for Migrant Workers" may be obtained through the offices of the European Commission in this country. You should consult the appropriate booklet before departing and also make sure you read the DHSS leaflet SA29 "Your Social Security, Health Care and Pension Rights in the European Community" and follow its directions if you are receiving a UK benefit before you leave the country — not all can be paid outside the UK. You can get the leaflet from the DHSS Overseas Branch, Newcastle-upon-Tyne, NE98 1YX.

If you work in another Member State and subsequently return to the UK, the national insurance contributions you have paid while out of the UK can sometimes be taken into account for social security benefits at home.

Once you are living in another EC country you may be eligible for such means-tested benefits as are provided for nationals of that country in your particular circumstances. However, you may find that these benefits are not as widely available as in the UK and you should not turn up "on spec" in another Member State and expect to receive financial support there.

Sickness Insurance

If you are studying in Europe, working there for a short time or simply travelling in the European Community, you may be able to take advantage of the emergency health care arrangements that exist among the Member States. Before you leave this country ask your local DHSS office for leaflet SA30 which tells you who is covered by the EC health care arrangements and how students and those working abroad should apply for the appropriate form from the DHSS Overseas branch at Newcastle-on-Tyne.

If you are going on holiday or on a working holiday, apply for form E111 from the local DHSS office. This form will give you access to emergency medical, dental or hospital treatment under the State scheme of the host country should you fall ill or have an accident. You must follow the correct procedures though or you will be treated and charged as a private patient. You may not get any money back for this

so it may be as well to make sure you have some private medical insurance for the period of your stay abroad.

Generally speaking, medical care in Denmark, Germany, Greece, Ireland, Italy, Holland and Spain is provided free by doctors approved by the insurance organisations. For medicines you will be required to pay a non-recoverable prescription charge. In Belgium, France and Luxembourg you will be asked to pay all or part of the costs incurred in your medical treatment, and then apply to the local sickness insurance organisation for reimbursement at the rates for people insured with that organisation. So ask for and keep all receipts for payments made and claim a refund whilst you are still in the country that provided the treatment.

10. EARNING YOUR LIVING IN EUROPE — OPPORTUNITIES IN THE LONGER TERM

Opportunities with large companies

The number of large British commercial organisations with branches in other Member States has continued to grow with Britain's increasing trade with the EEC. There has been a similar increase in the number of firms based in other Member States with business interests in Britain. These developments have resulted in an increased demand for employees offering the right skills, background or potential, preferably backed up by languages. Vacancies occur in all sorts of positions, but particularly in sales and marketing and in the secretarial field. In the UK, speculative approaches to likely companies might well meet with more success than applications for specific posts, and previous experience of shorter-term work in Europe is bound to be more of an advantage than a disadvantage. For firms based in other Member States the relevant 'serious' national newspapers are extensively used for purposes of recruitment.

Self-Employment

'Free movement' is not limited to wage and salary earners, self-employed people, independent traders and professionals are given the right to take up and pursue economic activities in the Member States of the Community. Thus a citizen of the United Kingdom with the right of abode in the United Kingdom can become self-employed in any one of the Member States, where he should receive equivalent treatment to that of a national. You will still need a work permit, however, until 1.1.88 for Greece and until 1.1.93 for Spain and Portugal during the transition period.

In order to achieve this degree of free movement the Community has put a lot of effort into bringing about the mutual recognition of qualifications in the same profession acquired in different Member

States. This has been achieved, for example, in many branches of the medical profession, but you may find it surprising to discover the number of self-employed activities in other Member States which, because of different training conditions, require formal qualifications before the right to practise is granted. Sectors covered include the transport industry, various liberal professions and various services including hairdressers.

Work is still continuing on enlarging the number of occupations where mutual recognition applies. For further information, contact the European Commission's UK offices, your Member of the European Parliament, or the National Equivalence Unit at the British Council.

As in the case of the employee, residence permits are granted automatically upon the production of identification and proof that the person concerned falls within the scope of a Directive. Once a person has become self-employed in another Member State he cannot be expelled on the grounds of temporary incapacity, and is entitled to remain permanently after retirement, after 3 years' residence or 1 year of self-employment, or after 2 years' self-employment if he becomes permanently incapacitated, like the employed worker, the self-employed, once established in another Member State, are entitled to the same pensions, sickness and family allowances, unemployment benefits and death grants as nationals of the host Member State who are self-employed in the same activity.

Work in the European Community Institutions

The Institutions of the European Community themselves employ many thousands of Community citizens. Although the numbers employed remain fairly static, vacancies do occur through natural wastage at all levels, from chauffeur to top administrator. The knowledge of at least one other Community language apart from the mother tongue is essential, but the degree of fluency will, like the other requirements, depend on the grade of the position applied for.

For linguists, the translation and interpretation services employ large numbers of graduates. For translators, a perfect command of the mother tongue, a thorough knowledge of a second Community language and a reasonable knowledge of a third are the minimum requirements. Those able to offer skills in the Community's minority languages (Danish, Greek and Portuguese) may have a special advantage. This is also the case for interpreters, where post-graduate qualifications as well as near-perfect command of at least two Community languages apart from the mother tongue are required.

Entry into the Community Institutions, whether into the administrative or linguistic branches is by competitive examination. This is advertised in the major national newspapers, and entry forms

are printed in the Official Journal of the European Communities. The recruitment service of the Institution you are interested in will send you the relevant Official Journal on request, when a competition is to be held. Passing the examination is no guarantee of a post, however, as frequently competitions are held to draw up reserve lists in case of vacancies . . . and a reserve list's validity will usually be limited to 24 months, although this is often extended.

11. TWO NEW EC PROGRAMMES OF INTEREST TO STUDENTS

For several years the European Community took no new initiatives in education policy (some Member States challenged the right of the Community to do anything at all in this area).

But in 1987 the fog cleared and the year has seen the launch of two initiatives which should bring practical benefits to students now and in the future.

ERASMUS — The European Community Action Scheme for the Mobility of University Students.

This scheme was agreed by the Council of Education Ministers in May 1987. It will mean the establishment of a network of higher education institutions in the European Community to promote Community-wide exchanges of students. The aim is that an increasing number (25,000 in the first three years) of students should have the opportunity to study for a period in another Member State as a part of their course. It will cost some £60m.

The scheme will be getting under way in 1987-8 while HE institutions develop agreements about the courses which will form part of the exchange structure and about the conduct of the exchanges themselves. The small number of grants awarded in this first year will therefore probably go mainly to students enrolled on courses already forming part of the Joint Study Programme network which has served as a pilot for ERASMUS.

For most students the opportunity to enrol on courses providing a period in another Member State under ERASMUS will begin to arise in the academic year 1988-9. The period spent abroad is likely to be timed towards the middle or second half of the course.

ERASMUS student grants will support **additional** mobility costs: that is, travel costs, foreign language preparation and the higher costs of living in the country abroad. They will cover a period normally of between one term and one year. They will not cover basic living costs, but for UK students the home maintenance grant will continue to be paid during the period abroad.

Another really European aspect of the scheme is the intention that it

should lead to a European credit transfer system, with mutual recognition of diplomas and periods of study among European universities which will help insert students from one country at the appropriate level in a university in another.
So ask your university what arrangements they have made or are making under ERASMUS. You may be able to benefit from it.

COMETT — The Community Action Programme for Education and Training for Technology

COMETT's object is to try to ensure that the higher education institutions of the Community are in touch with industry's needs in the new technology sector, that they match their courses accordingly and that they do not stay within narrow national bounds but are aware of, and can profit from, developments elsewhere in other Member States.
It therefore seeks to bring together colleges and companies, particularly small and medium-sized ones. And it will have a transnational character: the partnerships set up will often involve several Member States. The total finance agreed for the three-year (1987-9) programme in 1986 was £31 million. There are two rounds of applications advertised each year. The announcement of who had been successful in the first round was made in July 1987.
COMETT consists of 4 distinct strands corresponding to the programme's objectives.
Strand A — the development of University-Enterprise training Partnerships (UETPs). These bring together several companies and colleges to meet specific needs for qualified personnel — through the organisation of student placements, through the exchange of personnel, trainees and trainers, through the joint development and production of innovative training programmes and materials, and through the implementation of up-dating programmes for qualified staff in industry and for trainers. UETPs will have to develop links with similar initiatives in other Member States.
The first round of grants from COMETT gave a total of £307,050 to 12 UK-led UETPs.
Strand B allows for:
i) industrial placements for students and new graduates in other Member States (In July 1987 COMETT granted £94,070 to finance such placements for 38 students from 5 British HE institutions).
ii) fellowships for university staff to spend 3-12 months in a company in another Member State (In July 1987 COMETT provided £29,000 for 4 such placements of British staff).
iii) fellowships for business personnel to spend 3-12 months in a university in another Member State.

Strand C is for the design and testing of joint university-business projects in the field of continuing education in new technologies. (Four training consortia — at the Universities of Sussex, Brunel and Strathclyde and Lanchester Polytechnic received a total grant of £106,000 towards this in July 1987).

Strand D is for multimedia training systems for the new technologies. The aim here is to improve the quality and content of education in the sphere of the new information and communications technologies. Six British grants totalling £165,000 were made in the first round.

Your university, polytechnic or college may be participating in COMETT. It may lead to a placement for you in a firm in another Member State, or to your participation in another part of the programme. To find out more contact your college authorities, the Department of Education and Science in London (writing to the COMETT representative) the Commission's Information offices in the UK, or to the responsible section of the European Commission in Brussels — Directorate General V, Division C/2 (Cooperation in the field of education), European Commission, 200 rue de la Loi, 1049 Brussels.

APPENDIX

12 List of Useful Addresses

The Central Bureau

Seymour Mews House,
Seymour Mews
LONDON W1H 9PE
Tel: (01) 486 5101
The Central Bureau for education visits and exchanges. Publish **Working Holidays, Volunteer Work, Home from Home.** Organise schemes including the Assistant Scheme, Young Worker Exchange Programme, IAESTE.

Youth Exchange Centre

Seymour Mews House,
Seymour Mews,
LONDON W1H 9PE
Tel: (01) 486 5101
Organise youth projects.

Vacation Work

9, Park End Street,
OXFORD OX1 1HJ Tel: 241978
(publish a number of directories and guides)

Peter Kirk Scholarships

7 King's Road,
READING,
Berks RG1 3AA

c/o Gap Activity Projects,
2, South Drive,
Leighton Park School,
READING,
Berks RG2 7DP

European University Institute

Badia Fiesolana,
5 via dei Roccettini,
I-50016 San Domenico di Fiesole (FI)
FIRENZE Tel: (055) 477931

College of Europe

Dyver 11
B-8000 BRUGES

British Committee for the College of Europe
Europe House
1, Whitehall Place
LONDON SW1A 2HA

National Equivalence Information Unit

British Council
10, Spring Gardens
LONDON SW1A 2BN

Social Security

DHSS Overseas Branch (for all enquiries about social security)
NEWCASTLE-UPON-TYNE 8
Tel: 091 2857111

SEDOC Services in the Member States (will supply addresses of employment services in specific towns or regions)

UNITED KINGDOM:	Manpower Services Commission, SEDOC Section, Employment Services Division, Overseas Placing Unit, Moorfoot, SHEFFIELD S1 4PQ Tel: (0742) 704994
BELGIUM:	Rijkdienst Voor Arbeidsvoorziening, Afdeling SEDOC, Keizerslaan 7, 1000 BRUSSEL Tel: 513 96 80 (Dutch speaking service) Office National de l'Emploi, Service SEDOC Bld de l'Empereur 7, 1000 BRUXELLES Tel: 513 96 80 (French speaking service)
DENMARK:	Arbejdsdirektoratets 2. Kontor, SEDOC Afdeling Ornevej 30 I, DK 2400 KOBENHAVN NV Tel: 872777
FRANCE:	Agence Nationale pour l'Emploi, Service SEDOC 53 Rue Général Leclerc F-92136 ISSY-LES-MOULINEAUX Tel: 645 21 26

GERMANY:	Zentralstelle für Arbeitsvermittlung, SEDOC Ausgleichstelle Feuerbachstrasse 42-46 D-6000 FRANKFURT AM MAIN Tel: (0611) 7111438
IRELAND:	National Manpower Service (Dept. of Labour) SEDOC Section, 50, Mespil Road, DUBLIN 4 Tel: 765861 x69
ITALY:	Umotem, Servizio SEDOC Via Pastrengo 16 ROMA Tel: 46 05 75
LUXEMBOURG:	Administration de l'Emploi, Service SEDOC 34, Avenue de la Porte Neuve LUXEMBOURG-VILLE Tel: 26793
NETHERLANDS:	Directoraat Generaal voor de Ardbeidsvoorziening Afdeling SEDOC, Volmerlaan 1, RIJSWIJK ZH Tel: (070) 993177

Greece, Spain and Portugal do not have a SEDOC service until the end of the transition period.

Recruitment Services of the European Community Institutions

EUROPEAN COMMISSION:
Directorate-General for Personnel and Administration
rue de la Loi 200
1049 BRUSSELS
Belgium

EUROPEAN PARLIAMENT:
Personnel Department,
European Parliament,
Centre Européen,
B.P. 1601
2929 LUXEMBOURG

EUROPEAN COUNCIL:
Personnel Department,
Directorate A1-E
rue de la Loi 170
1049 BRUSSELS
Belgium

U.K. Offices of the Community Institutions.
The European Commission

London
8 Storey's Gate,
LONDON SW1P 3AT.
Tel: (01) 222 8122

Belfast (Suboffice attached to London Office)

Windsor House,
9/15 Bedford Street,
Belfast BT2 7EG.
Tel: 407 08.

Cardiff (Suboffice attached to London Office)

4 Cathedral Road,
Cardiff CF1 9SG
Tel: 37 16 31

Edinburgh (Suboffice attached to London Office)

7 Alva Street,
Edinburgh EH2 4PH.
Tel: 225 20 58.

European Parliament

London Office: 2, Queen Anne's Gate,
LONDON SW1H
Tel: (01) 222 0411

13. USING YOUR MEMBER OF THE EUROPEAN PARLIAMENT

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2 Queen Anne's Gate,
LONDON SW1H 9AA.
Tel: 01-222 0411; 01-222 1720

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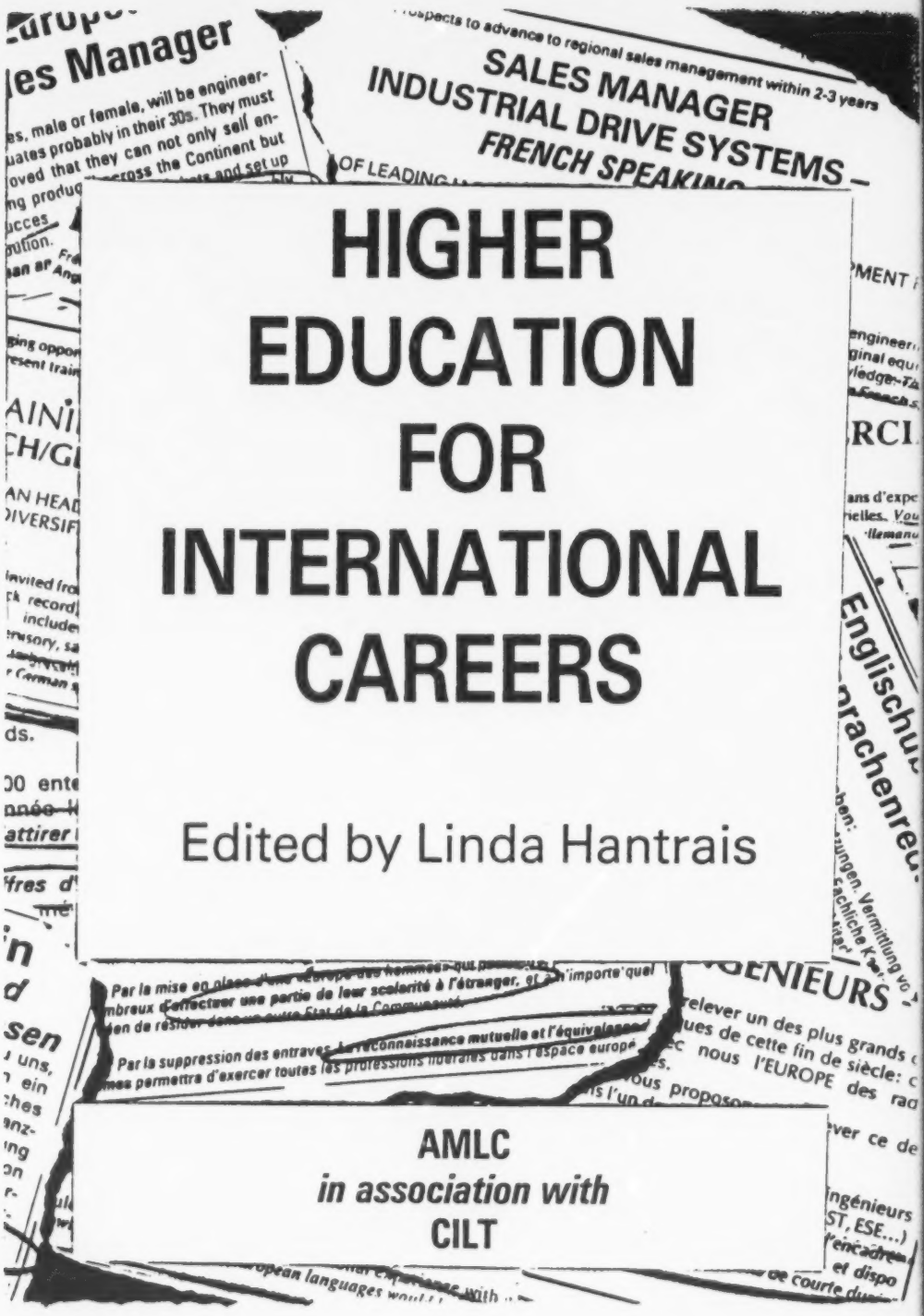

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CONTENTS

		Page
Acknowledgements		vii
Introduction	*Linda Hantrais*	ix
I International Programmes in Higher Education		
Edmond Lisle	The French experience	1
Bernd Wächter	International programmes in German higher education	11
II Researching the Career Paths of Graduates		
Philip McGeevor	The graduate model	19
Colin Mellors	Preparing for the international environment	28
Dennis E Ager	Language skills and the real life tasks performed by language graduates	35
III Employment in International Settings		
Anthony J Raban	Employment opportunities for graduates within Europe	43
IV Employers' Needs for International Trade		
Martin Doble	The place of language skills in recruitment policy and practice	49
Diane Halfpenny	What Courtaulds wants from graduates and what language graduates should be offering employers	52
David L Jones	Language requirements at GKN Plc	54
John A S Watson	How and why Beecham Products want to recruit linguists	58
V The Graduate's Experience of Working in the International Environment		
Philip Jones	Working as an external trade executive for the Society of Motor Manufacturers and Traders Limited	61
Joan C Stacey	From languages to engineering and export sales with Alcan Plate	65
Julian Staniforth	Working in France for Philips Electronics	67
Cathryn Whiteside	A graduate's experience as a marketing manager with Hewlett-Packard	70
Notes on Contributors		73

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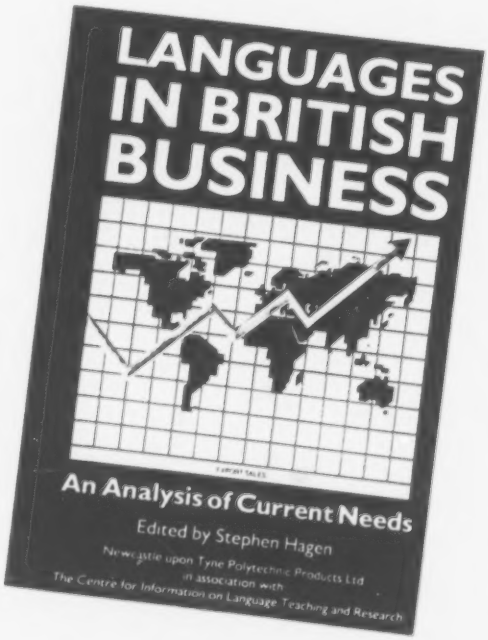
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